

VII.

THE NATIVE WHITE OF FOREIGN OR MIXED
PARENTAGE.

Next to the native white of native parentage, the native white of foreign or mixed parentage constitute by far the largest part of the school-attendance problem in the United States. Of the 33,250,870 children of school age (5 to 20 years) in the United States in 1920, 8,116,313, or 24.4 per cent—nearly one-fourth—were born of parents one or both of whom were foreign born. Data for complete analysis of the entire school-attendance period have not been published in the census reports, and in the pages which follow the years 7 to 20 will be used. At these years 24.1 per cent of the total population of that age are children at least one of whose parents was born abroad, divided as 16.4 per cent of foreign parentage and 7.7 per cent of mixed parentage.

The distribution of the children of this nativity group is set forth in the following table by geographic divisions:

TABLE 43.—NATIVE WHITE OF FOREIGN OR MIXED PARENTAGE IN TOTAL POPULATION 7 TO 20 YEARS OF AGE, FOR THE UNITED STATES AND GEOGRAPHIC DIVISIONS: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 7.]

GEOGRAPHIC DIVISION.	Total population 7 to 20 years of age.	NATIVE WHITE OF FOREIGN OR MIXED PARENTAGE, 7 TO 20 YEARS OF AGE.		
		Number.	Per cent of total.	Geograph- ic dis- tribution.
United States.....	28,564,716	6,887,689	24.1	100.0
New England.....	1,768,290	928,857	52.5	13.5
Middle Atlantic.....	5,527,757	2,382,080	43.1	34.5
East North Central.....	5,350,637	1,631,454	30.5	23.7
West North Central.....	3,393,143	950,927	28.0	13.8
South Atlantic.....	4,323,620	149,498	3.5	2.2
East South Central.....	2,818,595	38,526	1.4	0.6
West South Central.....	3,259,000	207,759	6.4	3.0
Mountain.....	896,406	216,070	24.1	3.1
Pacific.....	1,227,268	382,518	31.2	5.6

It appears that the largest proportions are in the northeastern section of the United States, though the Middle West and far West also have high percentages of their population 7 to 20 years of age of

this ethnic class. In the South the native stock is in vast preponderance, and among the school children small numbers of native white of foreign or mixed parentage are found. The fourth column of the table shows the geographic distribution of the foreign or mixed parentage groups. Almost three-fourths are in the New England, Middle Atlantic, and East North Central divisions.

THE PRECOMPULSION PERIOD.

The States which lead at 5 and 6 are those with the New England tradition and with highly urbanized populations. The rural West and the South have low rates at this age, due to difficulties of providing ready facilities. That the nationality factor plays an important part is shown by the relatively poor showing of States with large proportions of French-Canadian and Mexican stock.

The attendance rates for the native white of foreign and mixed parentage are combined for the age group 5 and 6, but are stated separately for the other age groups.

TABLE 44.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF FOREIGN OR MIXED PARENTAGE 5 AND 6 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.	
	Number of States.	List of States.
62-63.9	2	Nebr. Conn.
60-61.9	1	Iowa
58-59.9	2	Mass. Me.
56-57.9	1	N. J.
54-55.9	3	Mo. R. I. D. C.
52-53.9	1	Wis.
50-51.9	2	Mich. N. Y.
48-49.9	2	Calif. Colo.
46-47.9	1	Minn.
44-45.9	1	Ohio
42-43.9	6	Mont. Kans. N. H. Ill. Wyo. Miss.
40-41.9	5	Ky. Nev. S. Dak. Fla. Ga.
38-39.9	6	S. C. Md. Ind. Okla. Tenn. La.
36-37.9	6	Vt. Wash. Utah Pa. Oreg. Idaho
34-35.9	1	Ark.
32-33.9	2	Va. N. Dak.
30-31.9	2	Del. N. Mex.
28-29.9	3	Ariz. N. C. W. Va.
26-27.9	.....
24-25.9	.....
22-23.9	1	Ala.
8-9.9	1	Tex.

In the pages which follow, the groups native white of foreign parentage and native white of mixed parentage are discussed separately, and are compared with the native white of native parentage and with foreign-born white. Space does not permit an elaborate treatment, but it is possible in some measure to indicate the reaction to American institutions, as typified by the schools, of the four parentage-nativity groups among the whites.

THE PERIOD OF ENFORCED ATTENDANCE.

Since the newer immigration has tended to settle in the cities, the children of foreign and of mixed parentage of the age group 7 to 13 are largely urban. This, for both classes, results in a high attendance rate during the compulsory period. That this is true is shown by the great similarity in the distribution of rates for the two. Among the States all but 8 have rates for the foreign parentage group between 91 and 97 per cent, and for the mixed parentage group in all but 5 States the attendance is between those limits.¹

In all but 13 States the rates for the children of mixed parentage are higher than for those of foreign parentage. In 2 of these 13 the rates are equal. In the 11 with higher rates for foreign parentage the fact that a somewhat larger proportion urban is found among the children of foreign parentage than among those of mixed parentage seems sufficient explanation for the significant differences in favor of the foreign parentage group.² On the other hand, large differences favorable to the mixed parentage group are found in several States: Texas, 10.5 points; Louisiana, 7.6 points; Arizona, 6.6 points; Mississippi, 5.3 points; North Carolina, 5.2 points; New Mexico, 4.1 points; and Nevada, 3.8 points. Four of these³ contain a very high proportion of Mexicans among the foreign stock. This element does not assimilate readily. In the other States few foreign born are to be found, with consequent small numbers of children in either of the two classes. All of these States are in the southern part of the country, where compulsory education laws have but recently been enacted. They are the lowest States in attendance rates for both parentage classes.

¹ See Tables 58 and 59.

² The States having the largest differences of this type are: Georgia, 1.2; Arkansas, 0.9; Vermont, 0.5; Connecticut, 0.4; and Oregon, 0.4. In the first two States, however, these population elements are too small to give significant rates.

³ Texas, Arizona, New Mexico, and Nevada.

TABLE 45.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF MIXED PARENTAGE 7 TO 13 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.	
	Number of States.	List of States.
96-96.9	4	Ohio Mass. R. I. Utah
95-95.9	¹ 12	Idaho S. C. N. J. Md. Mich. Del. Oreg. Colo.
		Nev. Iowa Wis. Wash.
94-94.9	¹ 17	Conn. Kans. Ind. Mo. Calif. Me. Pa. Ill.
		Ky. Tenn. S. Dak. Minn. D. C. Vt. N. Y. Nebr.
		Ga.
93-93.9	5	N. H. Mont. Wyo. N. Dak. Va.
92-92.9	3	Okla. Fla. W. Va.
91-91.9	3	N. C. Ala. Miss.
90-90.9	2	La. Ark.
89-89.9	.....
88-88.9	1	N. Mex.
87-87.9	1	Ariz.
76-76.9	1	Tex.

¹ On account of the large number of States in a single class it is necessary to devote two or more lines to the group.

TABLE 46.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF FOREIGN PARENTAGE 7 TO 13 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.	
	Number of States.	List of States.
96-96.9	2	Mass. Ohio
95-95.9	¹ 10	R. I. Oreg. Md. Del. Conn. Utah Ga. Wash.
		Colo. Idaho
94-94.9	¹ 16	N. J. Mich. Wis. Vt. Me. Ill. N. Y. S. C.
		Nebr. Iowa Kans. Pa. N. H. Mo. D. C. Mont.
93-93.9	6	Minn. Calif. Ind. Tenn. Wyo. S. Dak.
92-92.9	4	Ky. Va. Fla. N. Dak.
91-91.9	3	Ark. Nev. Okla.
90-90.9	.....
89-89.9	1	W. Va.
88-88.9	1	Ala.
87-87.9	.....
86-86.9	1	N. C.
85-85.9	1	Miss.
84-84.9	1	N. Mex.
83-83.9	1	La.
82-82.9	.....
81-81.9	1	Ariz.
66-66.9	1	Tex.

¹ On account of the large number of States in a single class it is necessary to devote two or more lines to the group.

When comparison is made with the school attendance among the foreign born⁴ a striking situation is disclosed. Material differences exist between the rates for the native white of mixed parentage and of foreign parentage, but these differences are small as compared with those between the native white of foreign parentage and the foreign born. In no State at the age 7 to 13 do the foreign-born rates exceed those of the native white of foreign parentage. In the District of Columbia the rates are equal; elsewhere the foreign-born rates are lower.⁵

It appears that in the States with large Mexican elements attendance is much lower in the generation born in Mexico than in the first generation born in the United States. Assimilation of this people is taking place, though slowly. In Mississippi, Kentucky, South Carolina, and Wyoming, where but few Mexicans are found, the newer migration is of low grade, being mainly from Eastern and Southern Europe.

The native white of mixed parentage are very like the native white of native parentage, as is shown by comparison of the attendance rates for the two. In 37 States the rates for the mixed parentage group are above those for the native parentage class; in 3 the rates are equal; and in 9 the native parentage are the higher. The largest differences favorable to mixed parentage are: Georgia, 8.2 points; Tennessee, 6.1 points; Kentucky, 6.0 points; Oklahoma, 5.9 points; Virginia, 5.3 points; Louisiana, 5.0 points; Arkansas, 4.3 points; Florida, 3.9 points; and Alabama, 3.6 points. These are all Southern States, where few foreign born are found, and consequently few children one of whose parents was born abroad. The proportion urban among the mixed parentage class is very much higher than among the native parentage group, a condition which materially increases the school attendance of the former in Southern States. Differences of significant size favorable to native parentage are found only in Texas, Arizona, and New Mexico, where they are 11.4, 5.0, and 1.9 points, respectively, a further indication of the Mexican influence.

⁴ In this and the following discussions it must be borne in mind that the foreign born are present in the population in increasingly larger numbers as age increases, at least up to middle age, whereas the opposite is true of the native white. This tends even in two year age classes, 14 and 15, 16 and 17, as well as in the larger classes, artificially to reduce foreign-born rates, since the attendance rates decrease with the increase in age. See pp. 60, 61.

⁵ In 12 States the differences are more than 10 points, as follows: Oklahoma, 27.4; Kansas, 22.9; Mississippi, 22.8; Texas, 20.1; Arizona, 19.9; Nevada, 18.7; Idaho, 13.6; Arkansas, 13.0; Kentucky, 11.9; Colorado, 11.3; South Carolina, 11.3; and Wyoming, 11.1.

This general superiority of the mixed parentage group is shown in Table 47, which furnishes a comparison of the four classes of white population. In urban United States the mixed parentage group is highest, followed by the native parentage, with the foreign parentage third, and the foreign born lowest. In rural United States the mixed parentage again lead, with the foreign parentage second, followed by the native parentage, with the foreign born last.

TABLE 47.—URBAN AND RURAL SCHOOL ATTENDANCE OF WHITE POPULATION 7 TO 13 YEARS OF AGE, FOR THE UNITED STATES AND GEOGRAPHIC DIVISIONS: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 20.]

GEOGRAPHIC DIVISION.	URBAN.				RURAL.			
	Native white of native parentage.	Native white of mixed parentage.	Native white of foreign parentage.	Foreign-born white.	Native white of native parentage.	Native white of mixed parentage.	Native white of foreign parentage.	Foreign-born white.
United States....	94.9	95.2	94.8	88.1	90.6	93.0	91.7	73.4
New England.....	95.9	96.2	96.1	90.4	94.0	94.3	94.3	88.4
Middle Atlantic.....	94.9	94.6	94.5	88.8	94.3	94.3	93.6	88.4
East North Central....	95.8	95.6	95.1	91.1	95.0	94.8	93.7	88.2
West North Central...	95.3	95.3	94.7	87.0	93.8	94.0	93.1	84.4
South Atlantic.....	94.1	94.7	94.9	90.6	87.7	92.0	89.4	83.6
East South Central....	93.9	95.0	93.1	88.8	87.4	90.6	85.8	69.7
West South Central...	92.7	89.6	83.5	67.8	85.4	76.7	65.8	30.3
Mountain.....	95.2	95.2	94.4	81.3	93.3	93.5	91.6	71.7
Pacific.....	95.2	95.1	94.9	88.4	94.4	94.6	93.4	82.3

In the West North Central, East South Central, and Mountain divisions, both urban and rural rates are in the same order as the urban United States rates. The same is true of the rural portion of the Middle Atlantic and Pacific divisions.⁶ Both urban and rural New England and the rural part of the South Atlantic division are like the rural United States. In the urban sections of the Middle Atlantic, East North Central, West South Central, and Pacific divisions and in the rural East North Central and West South Central, the order is native parentage, mixed parentage, foreign parentage, foreign born. In the urban South Atlantic the foreign parentage rate is highest, followed in order by the mixed parentage, the native parentage, and the foreign born.

⁶ The differences between the native parentage and mixed parentage rates in the urban section of the West North Central and Mountain divisions and in the rural Middle Atlantic are negligible. The same is true of the mixed parentage and foreign parentage in rural New England.

The adverse position of the native parentage group in New England is so slight as to be negligible, but the situation in the South Atlantic division is a severe commentary on the educational standards of the native parentage group in that section, particularly in the rural regions, and warrants further analysis where the data available.

Unfortunately, no separation of the mixed parentage and the foreign parentage school attendance by urban and rural is made for the several States. The following table presents for the rural population of the States of the South Atlantic division such material as is available. Differences favorable to the native parentage over the foreign or mixed parentage group are found in Delaware and Maryland, where they are slight, and in North Carolina, where it is rather large (3.7 points). In South Carolina and West Virginia there are negligible differences in favor of the foreign or mixed parentage group. In Virginia the difference is material (3.1 points), with the foreign or mixed parentage group the higher. In Florida and Georgia the latter group is higher than the native parentage class by 5.9, and 8.7 points, respectively. In Florida even the foreign-born whites attend in larger proportions than do those of native parentage.

TABLE 48.—SCHOOL ATTENDANCE OF RURAL WHITE POPULATION 7 TO 13 YEARS OF AGE, BY NATIVITY AND PARENTAGE, FOR STATES OF THE SOUTH ATLANTIC DIVISION: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

STATE.	Native white of native parentage.	Native white of foreign or mixed parentage.	Foreign- born white.
Delaware.....	94.7	94.4	(¹)
Maryland.....	92.3	92.2	85.5
Virginia.....	86.0	89.1	84.3
West Virginia.....	87.9	89.1	82.1
North Carolina.....	88.9	85.2	(¹)
South Carolina.....	92.8	93.0	(¹)
Georgia.....	84.0	92.7	(¹)
Florida.....	86.2	92.1	88.8

¹ Rate not computed, base being less than 100.

THE PERIOD OF PERMITTED ABSENCE.

At 14 and 15 years, when labor permits are issued, the native white of foreign parentage and the native white of mixed parentage in the several States show material reduction and wide varia-

tion in rates. In the mixed parentage group the range is from 94.5 per cent in Utah to 60.3 per cent in Rhode Island, while for children of foreign parentage Utah leads with a rate of 91.7 per cent and Rhode Island is low with 52.6 per cent. As will be seen from inspection of Tables 60 and 61 the rank of the various States is much the same for both nativity groups. If comparison is made with Table 30, Chapter V, which shows the rates for native parentage, it will be seen that the order of the States is somewhat similar for all three classes.

TABLE 49.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF MIXED PARENTAGE 14 AND 15 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.	
	Number of States.	List of States.
94-94.9	1	Utah
93-93.9	.....
92-92.9	.....
91-91.9	2	Nev. Idaho
90-90.9	3	Mont. Oreg. Calif.
89-89.9	4	Tenn. Okla. Ala. Wash.
88-88.9	4	N. Dak. Ohio Wyo. Colo.
87-87.9	5	N. C. D. C. S. Dak. Mich. Kans.
86-86.9	3	N. H. Minn. W. Va.
85-85.9	3	Vt. Va. Fla.
84-84.9	2	Nebr. Me.
83-83.9	2	Ariz. Iowa
82-82.9	3	Ark. Ga. S. C.
81-81.9	2	N. Y. Pa.
80-80.9	1	Miss.
79-79.9	1	N. Mex.
78-78.9	1	Del.
77-77.9	5	Conn. Ill. Ind. Mo. Wis.
76-76.9	1	Ky.
75-75.9	1	Mass.
74-74.9	1	N. J.
73-73.9	.....
72-72.9	1	La.
71-71.9	.....
70-70.9	.....
69-69.9	1	Tex.
68-68.9	1	Md.
60-60.9	1	R. I.

The foreign parentage group is lower than the mixed parentage class in all but three States. In New Hampshire, South Carolina, and Georgia are found differences of 0.2, 2.2, and 2.7 points, respectively, favorable to foreign parentage. The first of these is probably due to the urban character of the foreign parentage

class. In the other two, the number of cases is so small that the attendance or nonattendance of a score of children would alter the standing of the groups.

TABLE 50.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF FOREIGN PARENTAGE 14 AND 15 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.	
	Number of States.	List of States.
90-91.9	2	Utah Nev.
88-89.9	2	Idaho Oreg.
86-87.9	5	Calif. N. H. Wash. Okla. Mont.
84-85.9	9	Tenn. N. Dak. Ga. Vt. D. C. Ohio S. C. N. C. Minn.
82-83.9	3	Wyo. S. Dak. Mich.
80-81.9	5	Ala. Me. Kans. Colo. Nebr.
78-79.9	4	Miss. Iowa N. Y. Ark.
76-77.9	3	Va. Fla. W. Va.
74-75.9	2	Ariz. Ky.
72-73.9	3	Pa. Wis. N. Mex.
70-71.9	3	Mo. Ind. Conn.
68-69.9	2	Mass. Ill.
66-67.9	2	Md. Del.
64-65.9	1	N. J.
62-63.9	.....
60-61.9	1	La.
58-59.9	1	Tex.
56-57.9	.....
54-55.9	.....
52-53.9	1	R. I.

In most States large differences favorable to mixed parentage are found, the largest being in Louisiana, 12.4 points; Delaware, 12.3 points; and Texas, 9.9 points, with adequate numbers in each class. In 16 others the differences are in excess of 5 points.

It may well be that the extremely low rate for the foreign parentage of Louisiana which causes this large difference, is due to incorrect enumeration of the illiterate "Cajans," who constitute a part of the native parentage group, but still speak a French patois, and might easily be classified, by careless enumerators, as native white of foreign parentage.

That this surmise is correct is somewhat substantiated by the fact that it is the only State, containing 100 or more foreign born, in which the foreign-born rates exceed those for the native white of foreign parentage, the difference being 1.3 points. In all the others the foreign-born rates are decidedly lower. The greatest differences appear in Oklahoma, 25.0 points; Texas, 23.6 points;

Arizona, 22.9 points; Kansas, 22.8 points; and New Mexico, 16.4 points. Again the nonassimilability of the Mexican is evident, for the proportion of Mexicans among the foreign born in these States is very high.

Comparison of mixed parentage with native parentage shows 12 States with differences favorable to the former.⁷ In North Carolina, Wyoming, South Carolina, and Nevada the numbers of mixed parentage are too few to give dependable rates. In the rest, the mother tongue of the foreign parent in the mixed parentage group is mainly English and Celtic, or German, though there is also some French and Italian influence. The foreign born throughout most of the South Atlantic division and some of the neighboring States are of high caliber, and their children, particularly if amalgamation with the native born has occurred, are superior.

The largest excesses of native parentage rates over those for the mixed parentage are in Texas, 15.2; Rhode Island, 12.0; Maryland, 7.7; Illinois, 7.3; and Massachusetts, 7.2 points.

Prejudice still exists in this country against intermarriage with the foreign born, and in general the native born in these States who intermarry with the foreign element are by no means the best of the native stock. In consequence there is little educational tradition to be passed on to the next generation. Further, the economic pull is stronger on this class than on the native parentage group.

Omitting detailed comparisons, it may be stated that generally differences between the native parentage and mixed parentage are far less than those between foreign parentage and foreign born.

In order to eliminate the effect of the differing distributions, urban and rural, of the four nativity-parentage classes, separate comparison is made in Table 51, by geographic divisions, for the urban and the rural populations. In all instances except the rural South Atlantic, the rural East South Central, and the urban Mountain groups, the order is native parentage, mixed parentage, foreign parentage, and foreign born. The differences between the first two are in some instances slight. In the three exceptions cited the mixed parentage is higher than the native parentage, with the foreign parentage and foreign born lower, in the order named. This is adequate substantiation of the point

⁷ The States with an excess of mixed parentage rate over native parentage are: North Carolina, 8.9; Oklahoma, 7.3; Tennessee, 7.1; Virginia, 7.1; Georgia, 6.2; West Virginia, 3.7; Alabama, 3.7; District of Columbia, 1.5; Arkansas, 1.3; Wyoming, 0.8; South Carolina, 0.3; and Nevada, 0.2.

made previously (see p. 153) regarding the situation in certain of the States of the South Atlantic division. The small difference in the rural East South Central is not reliable, as change of a few cases from "attending" to "nonattending" would alter the order. The high rate for mixed parentage in the urban section of the Mountain division indexes assimilation of the foreign born through amalgamation of blood.

TABLE 51.—URBAN AND RURAL SCHOOL ATTENDANCE OF WHITE POPULATION 14 AND 15 YEARS OF AGE, FOR THE UNITED STATES AND GEOGRAPHIC DIVISIONS: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 20.]

GEOGRAPHIC DIVISION.	URBAN.				RURAL.			
	Native white of native parentage.	Native white of mixed parentage.	Native white of foreign parentage.	Foreign-born white.	Native white of native parentage.	Native white of mixed parentage.	Native white of foreign parentage.	Foreign-born white.
United States.	84.9	82.1	76.1	69.2	83.3	81.7	74.8	58.6
New England.....	83.0	75.6	69.4	61.3	83.6	81.0	71.5	66.0
Middle Atlantic.....	83.6	80.2	76.2	70.1	83.2	80.7	68.8	62.7
East North Central....	86.6	84.2	77.2	72.7	84.5	77.7	71.1	65.7
West North Central...	86.9	86.6	83.3	72.4	86.9	84.3	81.6	69.5
South Atlantic.....	79.1	78.2	72.9	68.8	79.7	82.7	75.7	68.1
East South Central....	82.6	82.1	81.9	79.4	82.2	82.7	76.6	60.9
West South Central...	84.2	79.8	70.4	53.5	81.4	70.4	59.5	24.5
Mountain.....	90.4	90.7	85.5	70.5	89.7	89.6	83.3	61.6
Pacific.....	91.6	90.8	88.8	79.4	91.0	88.7	85.6	69.9

THE YEARS OF VOLUNTARY BUT CUSTOMARY ATTENDANCE.

While there is no legislation requiring school attendance at the ages 16 and 17^a, a surprisingly high degree of attendance is found in both the mixed parentage and foreign parentage groups. The rates for the former are highest in Utah, 70.6 per cent, and lowest in Maryland, 27.2 per cent. For foreign parentage the range is from 62.3 per cent in Utah to 22.2 per cent in Rhode Island. These are wider variations than in any of the previous groups. As was true in the period of permitted absence, the rank of the States is approximately the same for both the foreign and the mixed parentage groups among the native white. (See Tables 62 and 63.)

^a Exceptions to this are found in Maine, Maryland, Massachusetts, New York, and North Dakota, where school attendance is compulsory at 16 years and even higher ages, if the child is illiterate, or if elementary grades have not been completed.

TABLE 52.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF MIXED PARENTAGE 16 AND 17 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.	
	Number of States.	List of States.
70-71.9	1	Utah
68-69.9	.....
66-67.9	.....
64-65.9	.....
62-63.9	1	Nev.
60-61.9	5	N. C. Oreg. Idaho Okla. Mont.
58-59.9	1	Tenn.
56-57.9	6	Wash. Miss. Calif. D. C. Colo. N. Dak.
54-55.9	2	Wyo. Ala.
52-53.9	2	Ga. Ariz.
50-51.9	2	S. Dak. Kans.
48-49.9	2	Ark. S. C.
46-47.9	3	Nebr. Iowa Me.
44-45.9	3	Va. Fla. W. Va.
42-43.9	5	N. Mex. Ohio Vt. Mass. Minn.
40-41.9	3	Mich. Wis. N. H.
38-39.9	1	La.
36-37.9	4	Tex. Ind. Mo. Conn.
34-35.9	1	Ill.
32-33.9	4	N. Y. Pa. Del. Ky.
30-31.9	1	N. J.
28-29.9	1	R. I.
26-27.9	1	Md.

In no State do we find the foreign parentage attending in larger proportions than the mixed. Of the 49 States, 18 have differences of over 10 points favorable to mixed parentage. These are widely distributed geographically.

In 4 States the foreign parentage group has lower rates than the foreign born: Kentucky, 7.3 points; Louisiana, 3.8 points; District of Columbia, 3.1 points; and Maryland, 0.5 points. In the first 3 of these the numbers of foreign born 16 and 17 years of age are too few to yield reliable rates. In Maryland the difference is trivial. The range of the differences (all of which are favorable to foreign parentage) among the rest of the States is wide, reaching 23.1 points in Oklahoma.

Comparison of mixed parentage with native parentage reveals 7 States in which mixed parentage rates are higher.^a The explanation offered for the years 14 and 15 also applies here. In the rest of the States the differences are in favor of native parentage,

^a These are North Carolina, 10.7 points; District of Columbia, 7.5 points; Oklahoma, 7.1 points; Georgia, 5.1 points; Tennessee, 4.9 points; West Virginia, 1.4 points; and Oregon, 0.4 points.

with Texas, 17.5 points; Massachusetts, 11.4 points; Illinois, 10.7 points; Kentucky, 10.5 points; and New Mexico, 10.1 points, at the head of the list. These are practically the same States as those having corresponding differences for the years 14 and 15.

TABLE 53.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF FOREIGN PARENTAGE 16 AND 17 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.	
	Number of States.	List of States.
62-63.9	1	Utah
60-61.9	.....
58-59.9	.....
56-57.9	2	N. C. Nev.
54-55.9	1	Idaho
52-53.9	1	Okla.
50-51.9	2	Oreg. Tenn.
48-49.9	4	Mont. N. Dak. Ga. Wash.
46-47.9	2	D. C. Miss.
44-45.9	1	Calif.
42-43.9	3	Wyo. Ala. S. Dak.
40-41.9	3	Vt. Colo. Ariz.
38-39.9	6	Va. S. C. Ark. Me. Iowa Kans.
36-37.9	2	Nebr. N. Mex.
34-35.9	3	Wis. Minn. Mass.
32-33.9	2	N. H. Ohio
30-31.9	5	Ky. Fla. W. Va. Mich. Mo.
28-29.9	.....
26-27.9	4	N. Y. Del. Tex. Conn.
24-25.9	2	La. Ind.
22-23.9	5	Ill. Pa. Md. N. J. R. I.

Analysis of the geographic divisions into urban and rural populations discloses the native parentage population in the lead in all areas, with the mixed parentage second, foreign parentage third, and foreign-born white last.

It is evident that during the years when labor permits are required for nonattendance in school and also when attendance becomes voluntary, the effect of the lower standards of education among the foreign born is felt through the first generation born here, even where amalgamation has taken place. A further dominant factor is probably the economic situation of those born abroad, who in the main are low in the financial scale. Inter-marriage of foreign born and native born usually implies a relatively high degree of assimilation of the former, with corresponding prosperity; hence the high attendance rates among the children of such marriages.

TABLE 54.—URBAN AND RURAL SCHOOL ATTENDANCE OF WHITE POPULATION 16 AND 17 YEARS OF AGE, FOR THE UNITED STATES AND GEOGRAPHIC DIVISIONS: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 20.]

GEOGRAPHIC DIVISION.	URBAN.				RURAL.			
	Native white of native parentage.	Native white of mixed parentage.	Native white of foreign parentage.	Foreign-born white.	Native white of native parentage.	Native white of mixed parentage.	Native white of foreign parentage.	Foreign-born white.
United States....	46.2	41.0	30.2	24.3	50.2	42.5	31.9	20.6
New England.....	50.6	40.1	31.8	23.6	48.8	42.2	30.7	22.1
Middle Atlantic.....	38.6	32.2	26.0	22.3	39.3	35.4	21.5	17.3
East North Central....	45.4	41.5	29.6	24.2	46.1	36.1	26.7	19.2
West North Central....	50.6	48.4	39.9	29.8	52.9	44.2	37.4	26.5
South Atlantic.....	42.0	38.7	29.9	28.2	49.2	44.8	31.5	25.4
East South Central....	44.6	42.3	41.2	36.0	53.5	50.8	39.0	34.3
West South Central....	51.4	46.8	33.8	21.9	53.1	39.0	28.4	10.3
Mountain.....	63.8	62.2	51.3	31.2	60.8	59.9	44.9	25.3
Pacific.....	60.8	58.9	47.6	35.6	59.9	57.0	45.8	27.8

THE PERIOD OF HIGHER EDUCATION.

For the years 18 to 20 wide variation in attendance is found for all nativity groups. Among the native white of mixed parentage the highest rate is in North Carolina, 30.4 per cent; and the lowest is in New Jersey, 10.0 per cent. For foreign parentage the range is from 22.1 per cent in Nevada to 6.9 per cent in Texas. The order of States is about the same for both the mixed and the foreign parentage groups.

The only differences between the foreign born and the foreign parentage favorable to the foreign born are found in the District of Columbia, Louisiana, and in New Hampshire. In the first two they are negligible, while that for New Hampshire amounts to 2.9 points, due primarily to the urban nature of the foreign-born population. Except in Nevada, the foreign parentage rates are well below those for mixed parentage. In that State the difference is not based upon enough cases to be significant. In certain of the Southern States¹⁰ and in two Western States¹¹ the rates for mixed parentage are higher than for native parentage. The foreign born who have intermarried with the native born in these States are of superior and assimilable type.

¹⁰ North Carolina, Tennessee, District of Columbia, Oklahoma, Georgia, and West Virginia.¹¹ Washington and Colorado.

TABLE 55.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF MIXED PARENTAGE 18 TO 20 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.	
	Number of States.	List of States.
30-30.9	1	N. C.
29-29.9	.....
28-28.9	.....
27-27.9	.....
26-26.9	.....
25-25.9	1	Oreg.
24-24.9	.....
23-23.9	3	Wash. Mont. Calif.
22-22.9	5	Colo. Tenn. Utah N. Dak. Idaho
21-21.9	1	Ga.
20-20.9	5	D. C. Nev. Okla. Miss. Kans.
19-19.9	1	S. Dak.
18-18.9	3	Ariz. Wyo. Me.
17-17.9	3	Iowa Ark. Minn.
16-16.9	4	Mass. W. Va. Vt. Nebr.
15-15.9	4	Ala. Va. Fla. N. H.
14-14.9	2	Ohio Mich.
13-13.9	3	Wis. S. C. N. Mex.
12-12.9	4	Ind. Del. Ill. Mo.
11-11.9	8	N. Y. Conn. Md. Ky. La. Pa. Tex. R. I.
10-10.9	1	N. J.

TABLE 56.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF FOREIGN PARENTAGE 18 TO 20 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.	
	Number of States.	List of States.
22-22.9	1	Nev.
21-21.9	.....
20-20.9	2	Oreg. N. C.
19-19.9	1	Idaho
18-18.9	1	Wash.
17-17.9	3	D. C. Mont. N. Dak.
16-16.9	2	Utah Calif.
15-15.9	2	Tenn. Colo.
14-14.9	3	Kans. Miss. S. Dak.
13-13.9	3	Vt. Ala. Okla.
12-12.9	8	Minn. Ga. Iowa Me. Ariz. Mass. W. Va. Wyo.
11-11.9	4	Va. Nebr. S. C. Del.
10-10.9	2	N. H. Ark.
9-9.9	10	Ohio Ky. Wis. Mo. N. Y. R. I. N. Mex. Fla. Mich. Conn.
8-8.9	2	Md. Ind.
7-7.9	4	N. J. Ill. Pa. La.
6-6.9	1	Tex.

That the differences are due to the urban mixed parentage population is shown by Table 57. It is evident that the rates are approximately the same for mixed parentage and native parentage in the urban South Atlantic and Pacific divisions, while in the rural sections of each of these groups the mixed parentage rates are definitely lower than the native parentage. The high rate for the foreign born in the urban East South Central division is not reliable, due to the small number of cases.

TABLE 57.—URBAN AND RURAL SCHOOL ATTENDANCE OF WHITE POPULATION 18 TO 20 YEARS OF AGE, FOR THE UNITED STATES AND GEOGRAPHIC DIVISIONS: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 20.]

GEOGRAPHIC DIVISION.	URBAN.				RURAL.			
	Native white of native parentage.	Native white of mixed parentage.	Native white of foreign parentage.	Foreign-born white.	Native white of native parentage.	Native white of mixed parentage.	Native white of foreign parentage.	Foreign-born white.
United States....	17.5	15.1	10.0	7.5	17.5	15.1	10.7	5.2
New England.....	21.8	15.4	11.3	8.3	19.5	15.8	10.4	6.1
Middle Atlantic.....	14.1	11.1	8.5	6.9	13.6	12.2	7.5	5.2
East North Central....	15.8	14.0	8.6	6.8	15.9	12.6	8.7	5.4
West North Central....	20.6	19.6	14.3	9.4	18.4	15.9	12.5	6.3
South Atlantic.....	16.1	16.4	11.2	9.4	17.3	13.3	8.9	5.4
East South Central....	16.1	13.8	12.3	12.9	20.0	19.5	12.3	7.3
West South Central....	17.9	15.1	9.6	5.5	16.7	11.7	6.9	2.3
Mountain.....	26.0	24.2	17.5	8.8	20.7	19.9	14.5	4.8
Pacific.....	26.6	26.9	17.4	11.3	23.1	22.6	17.1	7.3

THE SEX FACTOR AMONG THE NATIVE WHITE OF FOREIGN OR MIXED PARENTAGE.

Comparing Tables 58 to 65, which present by States the attendance rates for the sexes, for the native white of mixed and of foreign parentage, it becomes evident that the general tendencies discovered in the analysis of the native parentage class are also true of the other parentage groups of the native white.

At 7 to 13 years the differences in attendance of the sexes are small and the number of States in which the male rates are the higher is equal approximately to the number with female rates the greater. This is true both for foreign parentage and for mixed parentage.

At 14 and 15 years, however, the differences are greater and the two parentage groups do not have similar tendencies. Among

the children of mixed parentage the male rates are higher in but 16 States, the female in 32. But the male rates are higher in 29 States and the female in 17 among the children of foreign parents, with equality of rates in 1 State and in 2 others too few individuals of this class to admit computation of rates. It would seem that the tendency of the native parents to keep girls in school is also in some degree present where native whites have married with foreign born. On the other hand, where both parents are foreign born the tendency is for large numbers of girls to be taken from school soon after the legal restrictions are relaxed, a trend similar to that discovered among the foreign born.

For the years 16 and 17, in but 5 States are the male rates greater than the female among the native white of mixed parentage. In some States, mainly those of the far West and the South, the differences range very high in favor of females. Among the foreign parentage differences favorable to males are found in 12 States. The greatest significant differences are generally in the States of the Pacific and Mountain divisions.

During the period 18 to 20 years, as was found true among the native parentage group, for both mixed parentage and foreign parentage a larger number of States show rates favorable to males than in the preceding age period. This is more applicable to the children of foreign parents than of mixed parents. Moreover, the differences are proportionately large. For mixed parentage the preponderance in favor of males exists in 20 States; for foreign parentage in 28 States. This higher male attendance is to some extent due to the desire to afford the boy a good start in his economic life through the advantage of a thorough education. It seems in part attributable to early marriage of the girls, since the per cent married among girls 15 to 19 years is much higher than that among boys at the same age.¹² It undoubtedly is further affected by the need for the mother's earnings in the family income and the necessity for the older girls to remain at home in her place.

¹² The proportions married of each nativity and parentage group in the United States at the years 15 to 19 by sexes, as shown in Table 5, Ch. IV, Vol. II, Fourteenth Census Reports, are as follows:

	Males.	Females.
Native white of native parentage.....	2.3	13.3
Native white of mixed parentage.....	0.9	6.0
Native white of foreign parentage.....	0.7	6.3
Foreign-born white.....	1.3	14.3

These rates are rather unexpected and are particularly surprising for the native white of native parentage.

TABLE 58.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF MIXED PARENTAGE 7 TO 13 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Ohio.....	96.6	96.6	96.6	.....	.....
Massachusetts.....	96.6	96.6	96.6	.....	.....
Rhode Island.....	96.3	96.5	96.1	0.4	.....
Utah.....	96.1	96.0	96.2	.....	0.2
Idaho.....	95.6	95.5	95.8	.....	0.3
South Carolina.....	95.5	94.7	96.4	.....	1.7
New Jersey.....	95.5	95.6	95.3	0.3	.....
Maryland.....	95.5	95.5	95.4	0.1	.....
Michigan.....	95.4	95.4	95.5	.....	0.1
Delaware.....	95.4	95.3	95.5	.....	0.2
Oregon.....	95.4	95.2	95.6	.....	0.4
Colorado.....	95.3	95.5	95.2	0.3	.....
Nevada.....	95.2	95.0	95.4	.....	0.4
Iowa.....	95.1	95.2	95.0	0.2	.....
Wisconsin.....	95.1	95.1	95.2	.....	0.1
Washington.....	95.1	95.0	95.2	.....	0.2
Connecticut.....	94.9	95.3	94.5	0.8	.....
Kansas.....	94.9	94.9	94.8	0.1	.....
Indiana.....	94.8	94.5	95.1	.....	0.6
Missouri.....	94.7	95.0	94.3	0.7	.....
California.....	94.7	94.9	94.4	0.5	.....
Maine.....	94.7	94.8	94.6	0.2	.....
Pennsylvania.....	94.7	94.8	94.6	0.2	.....
Illinois.....	94.7	94.8	94.7	0.1	.....
Kentucky.....	94.7	94.7	94.7	.....	.....
Tennessee.....	94.5	95.2	93.8	1.4	.....
South Dakota.....	94.5	94.5	94.5	.....	.....
Minnesota.....	94.4	94.4	94.3	0.1	.....
District of Columbia.....	94.3	95.6	93.2	2.4	.....
UNITED STATES.....	94.3	94.4	94.3	0.1	.....
Vermont.....	94.2	94.5	93.8	0.7	.....
New York.....	94.2	94.3	94.1	0.2	.....
Nebraska.....	94.2	94.3	94.2	0.1	.....
Georgia.....	94.1	94.4	93.9	0.5	.....
New Hampshire.....	93.9	93.7	94.2	.....	0.5
Montana.....	93.9	93.2	94.6	.....	1.4
Wyoming.....	93.6	93.6	93.7	.....	0.1
North Dakota.....	93.1	92.9	93.3	.....	0.4
Virginia.....	93.0	93.3	92.7	0.6	.....
Oklahoma.....	92.4	91.9	92.9	.....	1.0
Florida.....	92.1	92.5	91.7	0.8	.....
West Virginia.....	92.0	91.1	92.9	.....	1.8
North Carolina.....	91.8	92.9	90.7	2.2	.....
Alabama.....	91.1	91.1	91.1	.....	.....
Mississippi.....	91.1	90.7	91.4	.....	0.7
Louisiana.....	90.7	90.9	90.5	0.4	.....
Arkansas.....	90.5	90.3	90.7	.....	0.4
New Mexico.....	88.1	88.5	87.6	0.9	.....
Arizona.....	87.8	87.4	88.3	.....	0.9
Texas.....	76.6	76.9	76.4	0.5	.....

TABLE 59.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF FOREIGN PARENTAGE 7 TO 13 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Massachusetts.....	96.3	96.3	96.3	.....	.....
Ohio.....	96.0	95.9	96.0	.....	0.1
Rhode Island.....	95.9	95.9	95.8	0.1	.....
Oregon.....	95.8	95.7	95.9	.....	0.2
Maryland.....	95.7	95.9	95.4	0.5	.....
Delaware.....	95.4	95.7	95.0	0.7	.....
Connecticut.....	95.3	95.3	95.4	.....	0.1
Utah.....	95.3	95.1	95.5	.....	0.4
Georgia.....	95.3	94.8	95.8	.....	1.0
Washington.....	95.2	95.2	95.2	.....	.....
Colorado.....	95.0	95.1	94.9	0.2	.....
Idaho.....	95.0	95.1	94.9	0.2	.....
New Jersey.....	94.9	95.0	94.9	0.1	.....
Michigan.....	94.7	94.8	94.7	0.1	.....
Wisconsin.....	94.7	94.6	94.7	.....	0.1
Vermont.....	94.7	94.4	94.9	.....	0.5
Maine.....	94.6	94.4	94.7	.....	0.3
Illinois.....	94.4	94.6	94.1	0.5	.....
New York.....	94.4	94.5	94.4	0.1	.....
South Carolina.....	94.4	94.4	94.5	.....	0.1
Nebraska.....	94.4	94.1	94.6	.....	0.5
Iowa.....	94.3	94.5	94.1	0.4	.....
Kansas.....	94.2	94.2	94.2	.....	.....
Pennsylvania.....	94.1	94.3	93.8	0.5	.....
New Hampshire.....	94.1	94.1	94.0	0.1	.....
Missouri.....	94.1	94.0	94.1	.....	0.1
UNITED STATES.....	94.0	94.1	94.0	0.1	.....
District of Columbia.....	94.0	94.1	93.8	0.3	.....
Montana.....	94.0	93.9	94.2	.....	0.3
Minnesota.....	93.9	93.9	93.8	0.1	.....
California.....	93.7	93.8	93.7	0.1	.....
Indiana.....	93.6	93.5	93.7	.....	0.2
Tennessee.....	93.6	93.2	94.0	.....	0.8
Wyoming.....	93.3	93.6	93.1	0.5	.....
South Dakota.....	93.2	93.0	93.3	.....	0.3
Kentucky.....	92.9	93.1	92.7	0.4	.....
Virginia.....	92.6	92.4	92.8	.....	0.4
Florida.....	92.1	92.6	91.6	1.0	.....
North Dakota.....	92.0	91.9	92.1	.....	0.2
Arkansas.....	91.4	91.6	91.3	0.3	.....
Nevada.....	91.4	90.6	92.3	.....	1.7
Oklahoma.....	91.3	91.3	91.4	.....	0.1
West Virginia.....	89.7	90.2	89.2	1.0	.....
Alabama.....	88.8	87.5	90.0	.....	2.5
North Carolina.....	86.6	84.4	89.0	.....	4.6
Mississippi.....	85.8	86.2	85.4	0.8	.....
New Mexico.....	84.0	84.0	84.0	.....	.....
Louisiana.....	83.1	82.8	83.4	.....	0.6
Arizona.....	81.2	81.5	80.8	0.7	.....
Texas.....	66.1	66.5	65.6	0.9	.....

TABLE 60.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF MIXED PARENTAGE 14 AND 15 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Utah.....	94.5	94.9	94.0	0.9	.....
Nevada.....	91.7	87.9	95.2	.....	7.3
Idaho.....	91.3	91.4	91.2	0.2	.....
Montana.....	90.9	89.4	92.5	.....	3.1
Oregon.....	90.5	89.4	91.5	.....	2.1
California.....	90.3	89.6	91.0	.....	1.4
Tennessee.....	89.9	88.4	91.4	.....	3.0
Oklahoma.....	89.8	88.6	90.9	.....	2.3
Alabama.....	89.1	89.9	88.3	1.6	.....
Washington.....	89.0	87.6	90.4	.....	2.8
North Dakota.....	88.7	88.4	89.0	.....	0.6
Ohio.....	88.7	87.1	90.3	.....	3.2
Wyoming.....	88.2	86.8	89.7	.....	2.9
Colorado.....	88.1	87.1	89.1	.....	2.0
North Carolina.....	87.7	85.4	89.7	.....	4.3
District of Columbia.....	87.6	87.8	87.4	0.4	.....
South Dakota.....	87.4	86.5	88.4	.....	1.9
Michigan.....	87.2	87.7	86.7	1.0	.....
Kansas.....	87.2	86.2	88.2	.....	2.0
New Hampshire.....	86.9	87.9	86.0	1.9	.....
Minnesota.....	86.4	86.3	86.5	.....	0.2
West Virginia.....	86.4	85.9	87.0	.....	1.1
Vermont.....	85.9	87.3	84.5	2.8	.....
Virginia.....	85.6	82.8	88.5	.....	5.7
Florida.....	85.4	83.9	86.7	.....	2.8
Nebraska.....	84.6	83.9	85.4	.....	1.5
Maine.....	84.4	84.0	84.8	.....	0.8
Arizona.....	83.8	83.0	84.6	.....	1.6
Iowa.....	83.2	84.0	82.4	1.6	.....
Arkansas.....	82.8	83.8	81.8	2.0	.....
Georgia.....	82.8	80.3	85.6	.....	5.3
South Carolina.....	82.3	(¹)	(¹)	.....	.....
UNITED STATES.....	82.0	81.7	82.2	.....	0.5
New York.....	81.7	81.6	81.8	.....	0.2
Pennsylvania.....	81.3	82.1	80.5	1.6	.....
Mississippi.....	80.9	77.4	84.3	.....	6.9
New Mexico.....	79.0	78.4	79.6	.....	1.2
Delaware.....	78.5	79.6	77.3	2.3	.....
Connecticut.....	77.9	77.2	78.6	.....	1.4
Illinois.....	77.6	78.1	77.2	0.9	.....
Indiana.....	77.3	77.7	76.8	0.9	.....
Missouri.....	77.3	77.1	77.5	.....	0.4
Wisconsin.....	77.1	76.4	77.8	.....	1.4
Kentucky.....	76.3	76.6	76.0	0.6	.....
Massachusetts.....	75.7	73.9	77.4	.....	3.5
New Jersey.....	74.0	73.6	74.4	.....	0.8
Louisiana.....	72.4	72.1	72.7	.....	0.6
Texas.....	69.2	70.3	68.2	2.1	.....
Maryland.....	68.8	69.8	67.8	2.0
Rhode Island.....	60.3	59.3	61.3	2.0

¹ Rate not computed, base being less than 100.

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TABLE 61.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF FOREIGN PARENTAGE 14 AND 15 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Utah.....	91.7	90.8	92.6	.....	1.8
Nevada.....	90.8	89.6	92.1	.....	2.5
Idaho.....	89.1	87.6	90.7	.....	3.1
Oregon.....	88.6	87.8	89.4	.....	1.6
California.....	87.7	87.8	87.7	0.1	.....
New Hampshire.....	87.1	87.7	86.6	1.1	.....
Washington.....	86.6	84.7	88.3	.....	3.6
Oklahoma.....	86.5	86.4	86.6	.....	0.2
Montana.....	86.3	84.9	87.8	.....	2.9
Tennessee.....	85.8	84.8	86.9	.....	2.1
North Dakota.....	85.7	86.5	85.0	1.5	.....
Georgia.....	85.5	85.5	85.5	.....	.....
Vermont.....	85.1	84.4	85.9	.....	1.5
District of Columbia.....	84.6	84.3	84.9	.....	0.6
Ohio.....	84.6	83.3	85.8	.....	2.5
South Carolina.....	84.5	(1)	(1)	.....	.....
North Carolina.....	84.4	(1)	(1)	.....	.....
Minnesota.....	84.1	83.9	84.2	.....	0.3
Wyoming.....	83.8	82.4	85.5	.....	3.1
South Dakota.....	83.6	84.1	83.1	1.0	.....
Michigan.....	82.7	83.4	81.9	1.5	.....
Alabama.....	81.9	82.8	80.9	1.9	.....
Maine.....	81.7	82.1	81.2	0.9	.....
Kansas.....	81.5	82.4	80.6	1.8	.....
Colorado.....	81.4	82.0	80.8	1.2	.....
Nebraska.....	81.3	82.0	80.6	1.4	.....
Mississippi.....	79.8	78.6	81.1	.....	2.5
Iowa.....	79.4	80.2	78.5	1.7	.....
New York.....	79.4	80.0	78.7	1.3	.....
Arkansas.....	78.1	81.2	74.6	6.6	.....
Virginia.....	77.9	78.0	77.8	0.2	.....
Florida.....	77.7	80.6	74.6	6.0	.....
West Virginia.....	77.3	80.8	73.6	7.2	.....
UNITED STATES.....	75.8	76.8	74.8	2.0	.....
Arizona.....	75.8	76.4	75.3	1.1	.....
Kentucky.....	75.6	77.8	73.7	4.1	.....
Pennsylvania.....	73.1	76.8	69.5	7.3	.....
Wisconsin.....	73.1	72.2	74.0	.....	1.8
New Mexico.....	72.3	71.9	72.7	.....	0.8
Missouri.....	71.6	72.6	70.5	2.1	.....
Indiana.....	71.3	74.4	68.3	6.1	.....
Connecticut.....	70.5	71.7	69.3	2.4	.....
Massachusetts.....	69.4	68.8	69.9	.....	1.1
Illinois.....	69.0	70.7	67.4	3.3	.....
Maryland.....	67.5	69.7	65.1	4.6	.....
Delaware.....	66.2	69.5	62.9	6.6	.....
New Jersey.....	65.0	67.4	62.7	4.7	.....
Louisiana.....	60.0	61.8	58.1	3.7	.....
Texas.....	59.3	60.1	58.5	1.6	.....
Rhode Island.....	52.6	54.5	50.8	3.7	.....

¹ Rate not computed, base being less than 100.

TABLE 62.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF MIXED PARENTAGE 16 AND 17 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Utah.....	70.6	71.1	70.0	1.1	.....
Nevada.....	62.6	55.4	71.8	.....	16.4
North Carolina.....	61.9	64.8	59.5	5.3	.....
Oregon.....	61.9	58.3	65.4	.....	7.1
Idaho.....	61.5	57.3	65.7	.....	8.4
Oklahoma.....	61.4	59.6	63.2	.....	3.6
Montana.....	61.3	55.1	67.7	.....	12.6
Tennessee.....	58.4	56.3	60.9	.....	4.6
Washington.....	57.9	52.0	64.0	.....	12.0
Mississippi.....	57.7	49.7	65.4	.....	15.7
California.....	57.5	52.9	62.2	.....	9.3
District of Columbia.....	56.7	57.8	55.8	2.0	.....
Colorado.....	56.3	51.9	60.8	.....	8.9
North Dakota.....	56.0	52.9	59.1	.....	6.2
Wyoming.....	55.3	49.5	61.1	.....	11.6
Alabama.....	54.1	53.5	54.9	.....	1.4
Georgia.....	53.2	40.5	59.2	.....	12.7
Arizona.....	52.8	49.4	56.1	.....	6.7
South Dakota.....	51.6	47.0	56.6	.....	9.6
Kansas.....	51.3	47.2	55.6	.....	8.4
Arkansas.....	49.9	43.5	55.7	.....	12.2
South Carolina.....	48.5	44.3	(¹)	.....	.....
Nebraska.....	46.7	42.3	51.0	.....	8.7
Iowa.....	46.7	42.0	51.3	.....	9.3
Maine.....	46.0	40.3	51.9	.....	11.6
Virginia.....	45.7	41.6	50.1	.....	8.5
Florida.....	45.5	39.8	51.4	.....	11.6
West Virginia.....	44.6	36.7	52.6	.....	15.9
New Mexico.....	43.8	44.0	43.6	0.4	.....
Ohio.....	43.8	39.9	47.9	.....	8.0
Vermont.....	43.4	39.4	47.4	.....	8.0
Massachusetts.....	42.3	38.8	45.8	.....	7.0
Minnesota.....	42.2	38.1	46.2	.....	8.1
UNITED STATES.....	41.6	38.5	44.7	.....	6.2
Michigan.....	41.4	37.3	45.7	.....	8.4
Wisconsin.....	40.8	37.9	43.6	.....	5.7
New Hampshire.....	40.4	38.1	42.8	.....	4.7
Louisiana.....	38.6	36.0	41.0	.....	5.0
Texas.....	36.9	34.7	39.1	.....	4.4
Indiana.....	36.9	33.9	40.0	.....	6.1
Missouri.....	36.3	34.9	37.6	.....	2.7
Connecticut.....	36.2	32.0	40.2	.....	8.2
Illinois.....	34.9	33.5	36.2	.....	2.7
New York.....	33.4	31.5	35.3	.....	3.8
Pennsylvania.....	33.1	30.1	36.1	.....	6.0
Delaware.....	32.9	29.7	36.3	.....	6.6
Kentucky.....	32.5	30.4	34.8	.....	4.4
New Jersey.....	30.4	28.1	32.6	.....	4.5
Rhode Island.....	28.2	26.8	29.5	2.7
Maryland.....	27.2	27.5	26.9	0.6

¹ Rate not computed, base being less than 100.

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TABLE 63.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF FOREIGN PARENTAGE 16 AND 17 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Utah.....	62.3	61.8	62.8		1.0
North Carolina.....	56.4	59.4	(¹)		
Nevada.....	56.1	47.4	66.7		19.3
Idaho.....	54.8	50.7	58.7		8.0
Oklahoma.....	52.3	51.5	53.1		1.6
Oregon.....	51.8	47.8	55.7		7.9
Tennessee.....	51.2	53.3	49.1	4.2	
Montana.....	49.7	43.7	55.9		12.2
North Dakota.....	49.0	47.2	50.7		3.5
Georgia.....	48.8	43.3	54.5		11.2
Washington.....	48.0	42.7	53.5		10.8
District of Columbia.....	47.7	52.7	42.5	10.2	
Mississippi.....	46.5	46.0	46.9		0.9
California.....	45.4	42.6	48.2		5.6
Wyoming.....	43.3	37.4	49.2		11.8
Alabama.....	43.0	44.9	40.9	4.0	
South Dakota.....	43.0	40.3	45.9		5.6
Vermont.....	41.3	39.3	43.4		4.1
Colorado.....	40.7	36.2	45.0		8.8
Arizona.....	40.6	40.8	40.4	0.4	
Virginia.....	39.6	37.9	41.9		4.0
South Carolina.....	39.6	27.0	(¹)		
Arkansas.....	39.5	36.2	43.0		6.8
Maine.....	38.8	35.4	42.0		6.6
Iowa.....	38.7	34.8	42.7		7.9
Kansas.....	38.4	37.3	39.5		2.2
Nebraska.....	37.9	34.6	41.1		6.5
New Mexico.....	37.9	33.3	42.2		8.9
Wisconsin.....	35.7	32.9	38.5		5.6
Minnesota.....	35.3	31.4	39.2		7.8
Massachusetts.....	34.2	32.1	36.2		4.1
New Hampshire.....	33.8	30.8	36.6		5.8
Ohio.....	32.2	30.6	33.8		3.2
Kentucky.....	31.7	32.0	31.4	0.6	
Florida.....	31.6	31.0	32.2		1.2
UNITED STATES.....	30.7	29.8	31.6		1.8
West Virginia.....	30.5	29.5	31.6		2.1
Michigan.....	30.4	27.8	33.0		5.2
Missouri.....	30.0	30.2	29.9	0.3	
New York.....	27.4	28.8	26.1	2.7	
Delaware.....	27.2	27.0	27.3		0.3
Texas.....	26.6	27.0	26.3	0.7	
Connecticut.....	26.5	25.7	27.4		1.7
Louisiana.....	25.5	26.0	25.0	1.0	
Indiana.....	24.4	23.7	25.1		1.4
Illinois.....	23.8	24.3	23.3	1.0	
Pennsylvania.....	23.5	23.1	24.0		0.9
Maryland.....	22.5	24.3	20.9	3.4	
New Jersey.....	22.5	23.5	21.5	2.0	
Rhode Island.....	22.2	21.9	22.4		0.5

¹ Rate not computed, base being less than 100.

TABLE 64.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF MIXED PARENTAGE 18 TO 20 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
North Carolina.....	30.4	29.9	31.0	.....	1.1
Oregon.....	25.3	24.6	26.0	.....	1.4
Washington.....	23.7	22.6	24.8	.....	2.2
Montana.....	23.3	21.2	25.4	.....	4.2
California.....	23.1	22.7	23.5	.....	0.8
Colorado.....	22.9	22.4	23.5	.....	1.1
Tennessee.....	22.7	23.7	21.9	1.8	.....
Utah.....	22.4	23.0	21.7	1.3	.....
North Dakota.....	22.2	20.8	23.5	.....	2.7
Idaho.....	22.1	20.8	23.6	.....	2.8
Georgia.....	21.0	23.4	18.5	4.9	.....
District of Columbia.....	20.7	28.3	14.5	13.8	.....
Nevada.....	20.5	17.1	24.1	.....	7.0
Oklahoma.....	20.4	20.2	20.6	.....	0.4
Mississippi.....	20.4	20.0	20.7	.....	0.7
Kansas.....	20.2	18.7	21.7	.....	3.0
South Dakota.....	19.1	17.3	21.0	.....	3.7
Arizona.....	18.8	17.1	21.0	.....	3.9
Wyoming.....	18.1	16.6	19.7	.....	3.1
Maine.....	18.1	16.5	19.8	.....	3.3
Iowa.....	17.9	17.2	18.6	.....	1.4
Arkansas.....	17.4	18.2	16.6	1.6	.....
Minnesota.....	17.0	15.9	18.1	.....	2.2
Massachusetts.....	16.8	17.0	16.7	0.3	.....
West Virginia.....	16.3	14.6	18.0	.....	3.4
Vermont.....	16.1	14.8	17.3	.....	2.5
Nebraska.....	16.0	15.0	17.0	.....	2.0
Alabama.....	15.9	16.5	15.3	1.2	.....
Virginia.....	15.8	15.2	16.8	.....	1.6
Florida.....	15.6	15.5	15.7	.....	0.2
UNITED STATES.....	15.1	15.0	15.2	.....	0.2
New Hampshire.....	15.0	15.1	15.0	0.1	.....
Ohio.....	14.9	15.7	14.1	1.6	.....
Michigan.....	14.2	13.4	15.0	.....	1.6
Wisconsin.....	13.9	13.3	14.4	.....	1.1
South Carolina.....	13.9	9.5	19.9	.....	10.4
New Mexico.....	13.7	14.7	12.6	2.1	.....
Indiana.....	12.5	13.3	11.6	1.7	.....
Delaware.....	12.4	13.7	11.1	2.6	.....
Illinois.....	12.2	12.7	11.7	1.0	.....
Missouri.....	12.0	13.1	11.1	2.0	.....
New York.....	11.8	12.3	11.4	0.9	.....
Connecticut.....	11.7	12.3	11.1	1.2	.....
Maryland.....	11.5	14.9	7.9	7.0	.....
Kentucky.....	11.5	11.2	11.8	.....	0.6
Louisiana.....	11.5	10.9	12.0	.....	1.1
Pennsylvania.....	11.1	11.3	10.9	0.4
Texas.....	11.1	10.9	11.4	0.5
Rhode Island.....	11.0	11.2	10.7	0.5
New Jersey.....	10.0	10.4	9.7	0.7

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TABLE 65.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF FOREIGN PARENTAGE 18 TO 20 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Nevada.....	22.1	19.4	25.2	.....	5.8
Oregon.....	20.7	21.3	20.1	1.2	.....
North Carolina.....	20.3	21.5	19.0	2.5	.....
Idaho.....	19.8	17.2	22.7	.....	5.5
Washington.....	18.0	16.3	19.8	.....	3.5
District of Columbia.....	17.7	24.3	11.5	12.8	.....
Montana.....	17.7	16.3	19.1	.....	2.8
North Dakota.....	17.0	15.9	18.0	.....	2.1
Utah.....	16.8	18.0	15.5	2.5	.....
California.....	16.3	16.3	16.2	0.1	.....
Tennessee.....	15.8	17.5	14.3	3.2	.....
Colorado.....	15.0	14.6	15.3	.....	0.7
Kansas.....	14.7	13.7	15.8	.....	2.1
Mississippi.....	14.6	14.9	14.3	0.6	.....
South Dakota.....	14.5	13.4	15.6	.....	2.2
Vermont.....	13.8	13.2	14.4	.....	1.2
Alabama.....	13.1	13.9	12.3	1.6	.....
Oklahoma.....	13.1	13.5	12.8	0.7	.....
Minnesota.....	12.8	11.8	13.8	.....	2.0
Georgia.....	12.7	14.5	10.5	4.0	.....
Iowa.....	12.6	12.5	12.8	.....	0.3
Maine.....	12.6	12.4	12.7	.....	0.3
Arizona.....	12.4	12.6	12.2	0.4	.....
Massachusetts.....	12.3	13.6	11.0	2.6	.....
West Virginia.....	12.3	12.8	11.8	1.0	.....
Wyoming.....	12.2	9.1	15.7	.....	6.6
Virginia.....	11.9	11.2	13.4	.....	2.2
Nebraska.....	11.8	11.9	11.8	0.1	.....
South Carolina.....	11.8	8.7	20.0	.....	11.3
Delaware.....	11.0	11.1	10.8	0.3	.....
UNITED STATES.....	10.2	11.0	9.5	1.5	.....
New Hampshire.....	10.2	8.5	11.8	.....	3.3
Arkansas.....	10.0	10.1	9.9	0.2	.....
Ohio.....	9.9	11.3	8.6	2.7	.....
Kentucky.....	9.9	9.1	10.6	.....	1.5
Wisconsin.....	9.9	9.2	10.6	.....	1.4
Missouri.....	9.5	11.0	8.1	2.9	.....
New York.....	9.2	11.4	7.2	4.2	.....
Rhode Island.....	9.2	10.3	8.0	2.3	.....
New Mexico.....	9.2	8.2	10.2	.....	2.0
Florida.....	9.1	9.4	8.8	0.6	.....
Michigan.....	9.1	8.6	9.6	.....	1.0
Connecticut.....	9.0	9.9	8.1	1.8	.....
Maryland.....	8.2	11.1	5.3	5.8	.....
Indiana.....	8.2	9.3	7.2	2.1	.....
New Jersey.....	7.5	9.2	5.9	3.3	.....
Illinois.....	7.3	8.5	6.1	2.4	.....
Pennsylvania.....	7.3	8.4	6.3	2.1	.....
Louisiana.....	7.1	8.4	5.8	2.6	.....
Texas.....	6.9	6.5	7.3	.....	0.8

SUMMARY.

In summary it may be said that the tendency in the early years is for the children of mixed parentage to attend school in as large or larger proportions than those of native parents. When the legal restrictions are relaxed the urban character of the mixed parentage, in contrast to the rural native parentage, produces a sharper decline in rates for mixed than for native parentage. This is due to the superior economic opportunities offered by the city. A further complication is the poorer financial situation among the mixed parentage. A noticeable exception is found in the South Atlantic division, where the "poor whites" are numerous and the mixed parentage class is on a high economic and cultural plane. The foreign parentage class, with unimportant exceptions, does not attend school in as large proportions as do the native parentage or mixed parentage groups, though the various parent-nationalities differ largely in their influences. The Mexican and the French-Canadian elements are found to be very difficult of assimilation, even among the generation born in this country and in spite of amalgamation of blood.

As was shown in the chapter on the foreign-born white, comparison between the various nationalities of foreign born is difficult, owing to the peculiar distribution at the various ages. The same is true of comparisons between the parentage groups of the native white and the foreign born. Superficial examination indicates that the foreign-born whites are well-nigh universally below the others in school attendance.

There seems to be a tendency for the native parentage and mixed parentage groups to keep the girls in school, while foreign-born parents tend to withdraw them from school, in larger proportions than the boys. This is true both for the children born abroad and for those born in the United States.

VIII.

THE DEVELOPMENT OF SCHOOL ATTENDANCE.

The statistics of school attendance do not warrant a far backward look. As has been shown,¹ data gathered prior to the Thirteenth Census are in large measure incomparable with those obtained in 1910 and in 1920. The present historical chapter will therefore be confined to a comparison of these two cross sections, and a discussion of the development during the decade. It is impossible to do more than point the way for further study, as the data were classified differently in the two censuses, and it is with difficulty that the material for 1910 can be put into form similar to that in the more recent report. Effort will be made to deal with striking instances of local change. These several separate treatments should be regarded merely as patterns for the individual research of those interested in particular localities. The factors, age, ethnic difference, sex, and legislation, which in the earlier treatment have been indicated as fundamental, will be the bases of analysis. For the benefit of those who wish comparisons of a general sort, changes in the rates for the United States as a whole and for the several geographic divisions are discussed at the close of the chapter, though the reader is warned that the modifications in such general rates have little or no significance.

In order to make clear the difficulties incident to the preparation of the material for analysis a brief digression is necessary.

In the Fourteenth Census school-attendance data were classified into the age groups 5 and 6, 7 to 13, 14 and 15, 16 and 17, 18 to 20 years and 21 years of age and over. The tabulation by ethnic elements separated the foreign parentage and the mixed parentage. In the Thirteenth Census the age groups used were 6 to 9, 10 to 14, 15 to 20 years, and the foreign and mixed parentage were thrown together into a single class.

To make detailed comparison possible between 1920 and 1910 Tables 1 to 6, 8, 9, 15, 16, and 19 were prepared by the Bureau of the Census and are incorporated in the School Attendance section (Ch. XI) of Volume II of the Fourteenth Census Reports. Tables 2, 8, 9, 15, and 16 cover the United States as a whole for

¹ See pp. XIV, XV, and also Vol. II, p. 1041, of the Fourteenth Census Reports.

the age groups 7 to 13, 14 and 15, 16 and 17, 18 to 20, and the geographic divisions, States, and cities of 100,000 inhabitants or more, for the age classes 7 to 13, and 7 to 20 years, all by ethnic groups. Comparative figures for ages 7 to 13 and 7 to 20 are shown in Table 19, by divisions and States, for urban and rural communities, without ethnic classification. Similar tabulations, with detailed age grouping and urban and rural classification, are to be found for each principal class of the population in Volume III, Table 2, for the several States.

The tables in Appendix B reproduce in less detail the important data of the census reports, and in some cases comparisons are made in the form of percentages, for population groups and age classes not shown in those volumes, notably in Tables II, III, V, IX, and X.

The change of age classes is a great improvement. No significance could be attached to the rates for the ages used in the earlier tabulation. Legislation and social habit are in accord with the age grouping adopted for the 1920 data. But for the present, those who wish to make comparisons between the two enumerations will have great difficulty. Only by much labor can the rates be so revised from tables by single years as to be usable. Specific rates for the entire country or general rates for subdivisions are composites. Large variations from these are common when the State or city is used as a unit, with division by ethnic classes or other form of subclassification. This is of vital significance in attempting an historical study of the trend of education, for there may be but slight change in the general rates due to the offsetting of a marked improvement in certain localities by an equal degree of retrogression in other centers. Thus the school-attendance rate for the entire United States for 7 to 20 years in 1910 was 63.2 per cent and in 1920, 68.1 per cent, an increase of 4.9 points. This seems to have been due exclusively to improvement at the years 7 to 15, for there was decided diminution in general rates at the older years. Again, the changes were relatively small for all the population classes except the negro and foreign-born white, where proportionately large increases appear. Analyses by States or by cities disclose striking modifications in rates, which are obscured in comparisons of changes in rates for large areas, increases in some sections neutralizing decreases in others when thrown together.

Attempt is made in the pages which follow to single out specific local situations as illustrations of the way in which other analyses may be made. These should serve as patterns for those who wish to pursue further researches and who have sufficient patience to prepare the necessary tables.

STATE AND LOCAL CHANGES IN SCHOOL ATTENDANCE.

Attention is called to Tables 66 and 71 and particularly, in the latter, to the West South Central division. In the entire division there was an increase in the attendance rate of 7.8 points, from 74.7 per cent to 82.5 per cent. In Louisiana the rate for the entire population was 17.1 points higher in 1920 than in 1910, while in the adjacent State of Oklahoma there was a decrease of 0.3 points during the decade. In the former State the rates for each of the ethnic classes increased greatly, and in the latter, with the exception of the native white of foreign or mixed parentage, decreases occurred, ranging as high as 15.8 points for the foreign born.

TABLE 66.—SCHOOL ATTENDANCE OF PERSONS 7 TO 13 YEARS OF AGE, BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, FOR STATES COMPRISING THE WEST SOUTH CENTRAL DIVISION.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 9.]

STATE.	All classes.	NATIVE WHITE.		For- eign- born white.	Negro.	INCREASE OR DECREASE, 1910-1920. ¹				
		Native parent- age.	For- eign or mixed parent- age.			All classes.	Native white.		For- eign- born white.	Negro.
							Native parent- age.	For- eign or mixed parent- age.		
Arkansas:										
1920.....	82.0	86.2	90.9	78.4	69.9	7.8	7.1	4.4	18.3	8.1
1910.....	74.2	79.1	86.5	60.1	61.8					
Louisiana:										
1920.....	75.9	85.7	85.6	76.1	61.0	17.1	12.4	10.6	22.3	20.3
1910.....	58.8	73.3	75.0	53.8	40.7					
Oklahoma:										
1920.....	85.8	86.5	91.9	63.9	77.8	-0.3	-0.5	2.0	-15.8	-2.4
1910.....	86.1	87.0	89.9	79.7	80.2					
Texas:										
1920.....	83.7	88.0	70.6	46.0	84.0	6.9	6.6	4.0	4.0	13.8
1910.....	76.8	81.4	66.6	42.0	70.2					

¹ Decrease indicated by minus sign (-) prefixed to the difference.

The foreign-born whites of Oklahoma have undergone marked change since 1910. The wave of Mexican immigration, which began with the decade 1900-1910, increased rapidly thereafter. In 1910 there were 2,645 white Mexicans in the State, and in 1920, 6,697. These individuals took the places of an approximately equal number of nationals of Central and Northern Europe.² That this is a major cause of the drop in foreign-born school attendance is unquestionable. The slight diminution in the rate for the native white of native parentage and the more marked diminution for the negro may be explained by the altered economic life of the State. During the decade the extensive oil field developments drew many thousands from other States. The increase in population was more than 371,000. This migration was mainly of native white of native parentage, for during the decade this nativity class increased nearly 370,000. Actuated as they were by the quest for wealth, it is not remarkable that they should to some degree have neglected the education of their children. A simultaneous increase in the negro population of nearly 12,000 could not do otherwise than modify the earlier favorable position of the State with regard to negro education. The data available do not afford an explanation of the improved position of the foreign or mixed parentage group.

In Louisiana modernized school legislation was enacted beginning in 1902. At first there were various attempts to patch up existing legislation. About 1910 began the real drive toward a general reform. In that year school attendance was made compulsory in Orleans Parish (New Orleans city). By legislation passed in 1914 all cities of 25,000 and over were required to effect compulsory attendance and the parishes and school districts in the rest of the State were allowed local option. The movement culminated in 1916 when much of the previous legislation was repealed and an elaborate and modern act was substituted under the title "Free public schools." This law provided for the establishment, maintenance, and control of a complete system of public schools. It attempts entire severance of the public school from church influence and also takes cognizance of the adult illiteracy problem and pledges the school system to the eradication of this evil. It was supported in the same year by another act which made education compulsory throughout the whole State. The most marked effect of these provisions is found among the negroes

² The foreign-born white population of Oklahoma in 1910 numbered 40,084, and in 1920, 39,968.

and foreign-born whites, whose rates were very low in 1910. The rates for the native whites also increased materially, though to a less degree. Much has been said in earlier pages of the extremely poor educational standing of this State in 1920. With such astonishing progress in so short a time it is safe to predict that the data of the next census will index even more rapid strides.

In Kansas the situation is similar to that in Oklahoma. The foreign-born whites decreased from 135,190 to 110,578 persons, a shrinkage of 24,612. This drop came mainly among the nationals of countries involved in the Great War. At the same time the Mexican element among the foreign-born whites increased by 5,153. The loss of large numbers of the best European stock and substitution of the lower-grade Mexican produced a fall of 11.4 points in the foreign-born attendance rates, in the face of material increases in the rates for the native-born whites and the negroes.

TABLE 67.—SCHOOL ATTENDANCE OF PERSONS 7 TO 13 YEARS OF AGE, BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, FOR KANSAS.

[Source; Fourteenth Census, Vol. II, Ch. XI, Table 9.]

YEAR.	All classes.	NATIVE WHITE.		For- eign- born white.	Negro.	INCREASE OR DECREASE, 1910-1920. ¹				
		Native parent- age.	For- eign or mixed parent- age.			All classes.	Native white.		For- eign- born white.	Negro.
							Native parent- age.	For- eign or mixed parent- age.		
1920.	94.5	94.9	94.5	71.3	94.5	2.2	2.5	1.4	-11.4	5.7
1910.	92.3	92.4	93.1	82.7	88.8					

¹ Decrease indicated by minus sign (—) prefixed to the difference.

In the States of the South Atlantic division ³—most particularly in Virginia, North and South Carolina, and Florida—the rates for each ethnic class rose during the 10 years. The most marked advance was in South Carolina, second in Florida. In both of these, modern school-attendance legislation was not achieved until 1915. In North Carolina and Virginia a start was made as early as 1907-8, and part of the progress was indexed in the rates for 1910. In these States the rise was marked but less than in the first two. The reform in Georgia did not occur until 1916. Improvement there was somewhat less, due to the shorter lapse of time and more conserva-

³ See Table 75, p. 194.

tive changes in the laws. In Delaware and Maryland compulsory education was established considerably before the 1910 census and most of the early effect of the changed policy appears in the 1910 figures. In the District of Columbia and in West Virginia small changes are discoverable, since there was early recognition of the necessity of education for all, and high proportion of attendance in 1910. While in most of these States the greatest improvement has come in negro education, all of the other groups, particularly the native white, have been materially influenced by the legislation.

But one example of local change will be included here. Data are available ⁴ if the reader wishes to study some particular city. The computations necessary to make comparable the rates for the two censuses are, however, very laborious.

In the 1910 data it is necessary to summate the absolute numbers of school attendants by single years into the total number of school attendants in the age groups 7 to 13, 14 and 15, etc., for each population element. Similar additions must be made for the populations of those age groups and, since the two sexes are tabulated separately with no "Both sexes" class, a further addition is required. In the 1920 data combination of the absolute numbers of population and school attendants for the native white of mixed parentage and for the native white of foreign parentage is necessary. Beside all these summations of absolute values, rates must be computed for each class.

The city chosen for illustration is Baltimore, Md. Table 68 contains rates for 1920 and 1910 in this city, by sex and age, and by population classes and age, with increases and decreases during the decade. There was an increase of 10.2 points in general rates. This was due mainly to progress at the earlier ages. In the groups 7 to 13 years and 14 and 15 years the rates for the two sexes increased about equally. Material improvement is evidenced for males at 16 and 17 years and at 18 to 20 years, while the changes for females at these ages are slight. At 7 to 13 years the school attendance of all ethnic classes improved. This is due in all probability to the amendments to the compulsory education law of Maryland, which, originally passed in 1902, was considerably modified in 1916. Stricter requirements for labor permits brought about large

⁴ For study of this kind the reader is referred particularly to the Thirteenth Census, Vol. I, Age, Table 49; School Attendance, Table 35; and to the Fourteenth Census, Vol. II, Ch. XI, Tables 14-18.

increases in all rates at 14 and 15 years. The foreign-born rates at 16 and 17 years were much greater in 1920 than in 1910. Negro attendance dropped somewhat at this age and the attendance of the other classes increased slightly. At the years 18 to 20 significant increases occurred among all classes except the negro, in which the rate for that age group was but slightly improved.

TABLE 68.—SCHOOL ATTENDANCE OF PERSONS 7 TO 20 YEARS OF AGE, BY SEX AND AGE GROUPS, AND BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, FOR BALTIMORE, MD.

[Source: Fourteenth Census, Vol. II, Ch. XI, Tables 15, 16, and 17; Thirteenth Census, Vol. I, Ch. IV, Table 49, and Ch. XII, Table 35.]

CLASS OF POPULATION AND CENSUS YEAR.	PER CENT ATTENDING SCHOOL, BY AGE GROUPS.					INCREASE OR DECREASE, 1910-1920. ¹				
	7 to 20 years.	7 to 13 years.	14 and 15 years.	16 and 17 years.	18 to 20 years.	7 to 20 years.	7 to 13 years.	14 and 15 years.	16 and 17 years.	18 to 20 years.
All classes:										
Total—										
1920.....	62.9	96.1	68.8	25.8	9.1	10.2	10.9	15.8	3.1	1.8
1910.....	52.7	85.2	53.0	22.7	7.3					
Male:										
1920.....	64.5	96.1	69.4	26.9	10.6	10.3	10.7	15.4	4.5	2.9
1910.....	54.2	85.4	54.0	22.4	7.7					
Female:										
1920.....	61.6	96.1	68.2	24.8	7.8	10.3	11.1	16.0	1.8	0.9
1910.....	51.3	85.0	52.2	23.0	6.9					
Native white of native parentage:										
1920.....	64.7	96.6	70.4	27.9	10.3	10.1	11.1	13.9	2.1	1.7
1910.....	54.6	85.5	56.5	25.8	8.6					
Native white of foreign or mixed parentage:										
1920.....	64.8	96.3	65.9	21.7	8.0	11.3	9.9	20.3	4.4	2.1
1910.....	53.5	86.4	45.6	17.3	5.9					
Foreign-born white:										
1920.....	40.8	93.0	63.2	22.1	7.4	2.9	10.2	24.6	10.9	2.8
1910.....	37.9	82.8	38.6	11.2	4.6					
Negro:										
1920.....	58.4	93.7	69.6	26.1	7.3	7.8	11.3	8.4	-0.7	0.6
1910.....	50.6	82.4	61.2	26.8	6.7					

¹ Decrease indicated by minus sign (-) prefixed to the difference.

This is but meager illustration of what may be done—not without arduous effort, it is true—with data which may be obtained from the volumes of the Thirteenth and Fourteenth Censuses. Careful analyses for specific regions and localities should give definite measures of the effect of economic, legislative, and other

social changes on school attendance. Many "movements," well meaning but largely experimental, are undertaken in various parts of the Nation. Little is attempted by way of measuring the effect of these trials. They are watched closely for a while but are soon lost sight of, interest centering in the applications of newer theories. The result of many of these experiments could be estimated with sufficient degree of accuracy from the data which are the basis of this chapter. A case in point is the superficial attempt to indicate the time required before school legislation can be fully effective. In the hands of educators the data should yield interesting and valuable results. It would be well for agencies which now are undertaking the planning of educational programs in parts of the country with which they are relatively unfamiliar, to study the past development of those regions before recommending radical reforms.

THE GENERAL SITUATION.

Since some may desire a discussion of the *general* trend of school attendance in the decade 1910-1920, a brief analysis of the rates for the United States by age, sex, and ethnic elements has been prepared, supplemented by a similar treatment of rates for the geographic divisions. As was stated earlier in this chapter, the comparison of these rates has little significance and for that reason has been relegated to the end of the chapter. Study of modifications in *general* rates tends to persuade the investigator that but slight changes have occurred, nearly all favorable in direction, and is almost sure to prevent him from discovering important local changes and the causes which are producing serious local problems. It is the trend of State, county, and city in education that is of real significance.

In 1910 there were in the United States 29,785,997 individuals between the ages of 5 and 20 years, inclusive. In 1920 the number in this age class was 33,250,870, an increase of 3,464,873 persons, or over 10 per cent. During the decade the school attendance at these ages was increased by 3,727,099 persons—from 17,646,877 in 1910 to 21,373,976 in 1920—or over 21 per cent. In other words, the increase in school attendance was at twice the rate of the augmentation of the school population. This in itself seems to indicate real progress. On the other hand, a comparison of the changes in terms of absolute numbers does not show as bright a picture, for the 3,727,099 more children in schools are almost com-

pletely accounted for by the 3,464,873 increase in the number of children of school age. The net gain was but 262,226 persons. Put in slightly different fashion, there were 12,139,120 persons 5 to 20 years who did not attend school in 1910 and 11,876,894 persons in 1920.

The best index, however, is the attendance rate. In 1910, 59.2 per cent of the total population of school age attended school, while in 1920 the corresponding rate was 64.3 per cent, an increase of 5.1 points. Improvement—marked but by no means striking—has been made.

THE ETHNIC FACTOR.

The greatest progress is found in negro school attendance. The negro attendance rates 5 to 20 years were 44.7 per cent in 1910 and 53.5 per cent in 1920, an increase of 8.8. The improved situation is more striking among the males, the increase for the sexes being 9.5 points for males and 8.1 points for females, as shown below.

TABLE 69.—SCHOOL ATTENDANCE OF PERSONS 5 TO 20 YEARS OF AGE, BY SEX, AND BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE IN RATES, FOR THE UNITED STATES.

[Source: Fourteenth Census, Vol. III, United States, Table 2.]

POPULATION CLASSES.	PER CENT ATTENDING SCHOOL.			INCREASE, 1910-1920.		
	Total.	Male.	Female.	Total.	Male.	Female.
All classes:						
1920.....	64.3	64.1	64.5	5.1	5.0	5.1
1910.....	59.2	59.1	59.4			
Native white of native parentage:						
1920.....	66.9	66.6	67.3	3.7	3.4	4.1
1910.....	63.2	63.2	63.2			
Native white of foreign or mixed parentage:						
1920.....	65.8	66.0	65.7	3.8	3.7	4.0
1910.....	62.0	62.3	61.7			
Foreign-born white:						
1920.....	44.2	45.8	42.7	5.5	7.5	3.6
1910.....	38.7	38.3	39.1			
Negro:						
1920.....	53.5	52.4	54.5	8.8	9.5	8.1
1910.....	44.7	42.9	46.4			

Among the whites the change was less. For the native white of native parentage population 5 to 20 years, the attendance rates

for the entire school age for the two census years were, respectively, 63.2 per cent and 66.9 per cent, an increase of 3.7 points.

The native white of foreign or mixed parentage were like the native parentage in their development, having attendance rates of 62.0 per cent and 65.8 per cent—3.8 points higher in 1920. The increases for the sexes were about equal.

The foreign-born white make a more favorable showing than do either of the other nativity groups among the whites. The respective attendance rates were 38.7 per cent and 44.2 per cent, a gain of 5.5 points. Particular improvement is found among the males.

It is evident that the most striking progress has been made among the negroes, next the foreign-born whites, and last the native-born whites.

AGE.

When the problem is analyzed from the point of view of age, it is found that different changes have come in the several age periods. Table 70 presents the attendance rates and points change by age and sex for the total United States and for the color, nativity, and parentage groups in this total population.

If the "total" rates for all classes are inspected, it appears that during the compulsory years attendance increased greatly, and that for the ages when labor permits are granted there was even more striking improvement. In the later years, when attendance is voluntary, a slight falling off is seen. Examination of the male and female rates discloses somewhat greater rise in male than in female rates 7 to 13 years and 14 and 15 years. At 16 and 17 years the male rates declined sharply, though the female rates increased and were well above the male. There was a decrease for each of the sexes at 18 to 20 years.

At 7 to 13 years there was general improvement except among the foreign born, the greatest appearing among the negroes.⁵ Next were the native white of native parentage. The native white of mixed parentage and the native white of foreign parentage were last, with equal degrees of change. It should be noted, however, that the rates for native parentage in 1920 were still below those for the foreign parentage and for the mixed parentage in 1910. Among the foreign born a decline in rates occurred at this age.

⁵ This astonishing change is due in part to the altered attitude in the South toward negro education and to improved economic circumstances throughout the South, and also to the earnest and admirably conducted activities of such agencies as the Phelps-Stokes Fund and similar groups, and to the attitude of the negroes themselves.

TABLE 70.—SCHOOL ATTENDANCE OF PERSONS 7 TO 20 YEARS OF AGE, BY SEX AND AGE GROUPS, AND BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, FOR THE UNITED STATES.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 2.]

CLASS AND CENSUS YEAR.	RATES.											
	7 to 13 years.			14 and 15 years.			16 and 17 years.			18 to 20 years.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
All classes:												
1920.....	90.6	90.4	90.8	79.9	79.5	80.4	42.9	40.3	45.5	14.8	14.8	14.7
1910.....	86.1	85.8	86.4	75.0	74.4	75.6	43.1	41.7	44.5	15.2	15.5	15.0
Native white (total):												
1920.....	92.7	92.7	92.8	82.2	82.0	82.4	44.7	42.1	47.2	15.9	15.9	16.0
1910.....	89.5	89.3	89.6	78.3	78.1	78.5	46.0	44.9	47.1	17.3	17.9	16.7
Native white of native parentage—												
1920.....	92.2	92.0	92.3	83.9	83.4	84.4	48.7	45.7	51.6	17.5	17.3	17.7
1910.....	88.2	88.0	88.4	80.3	79.8	80.9	51.1	49.9	52.4	19.6	20.5	18.8
Native white of mixed parentage—												
1920.....	94.3	94.4	94.3	82.0	81.7	82.2	41.6	38.5	44.7	15.1	15.0	15.2
1910.....	92.8	92.9	92.8	78.7	78.6	78.7	42.3	40.3	44.3	15.5	14.9	16.0
Native white of foreign parentage—												
1920.....	94.0	94.1	94.0	75.8	76.8	74.8	30.7	29.8	31.6	10.2	11.0	9.5
1910.....	92.5	92.7	92.4	70.9	72.0	69.9	30.4	30.2	30.7	9.9	10.1	9.7
Foreign-born white:												
1920.....	84.1	84.2	84.0	66.7	68.3	65.0	23.5	24.5	22.6	7.0	8.6	5.6
1910.....	87.1	87.4	86.8	58.9	61.7	56.1	17.5	18.4	16.5	4.6	4.8	4.4
Negro:												
1920.....	76.5	75.5	77.6	68.7	65.0	72.3	39.2	34.1	43.8	10.8	9.7	11.7
1910.....	64.1	62.2	66.0	58.3	53.2	63.4	35.5	30.6	40.1	11.7	10.5	12.7
INCREASE OR DECREASE, 1910-1920. ¹												
All classes.....	4.5	4.6	4.4	4.9	5.1	4.8	-0.2	-1.4	1.0	-0.4	-0.7	-0.3
Native white (total)....	3.2	3.4	3.2	3.9	3.9	3.9	-1.3	-2.8	0.1	-1.4	-2.0	-0.7
Native white of native parentage....	4.0	4.0	3.9	3.6	3.6	3.5	-2.4	-4.2	-0.8	-2.1	-3.2	-1.1
Native white of mixed parentage..	1.5	1.5	1.5	3.3	3.1	3.5	-0.7	-1.8	0.4	-0.4	0.1	-0.8
Native white of foreign parentage....	1.5	1.4	1.6	4.9	4.8	4.9	0.3	-0.4	0.9	0.3	0.9	-0.2
Foreign-born white.....	-3.0	-3.2	-2.8	7.8	6.6	8.9	6.0	6.1	6.1	2.4	3.8	1.2
Negro.....	12.4	13.3	11.6	10.4	11.8	8.9	3.7	3.5	3.7	-0.9	-0.8	-1.0

¹ Decrease indicated by minus sign (—) prefixed to the difference.

For all ethnic groups the changes for males and for females were about the same except that the drop among the foreign born was somewhat greater for the males and the improvement in negro

attendance less for females. However, the male rate among the foreign born remained higher than the female, and the female rate for negroes above that of the males.

There was great improvement throughout all the ethnic groups for both sexes at the years 14 and 15, particularly among the foreign-born white and the negro. The markedly higher attendance of the foreign-born females and of the male and female negroes are the salient points brought out by the rates for this age class.

Male rates in 1920 were below those in 1910 in all groups except the foreign-born white and the negro at 16 and 17 years. Among these two the increases noted for the age 14 and 15 years continued in the class 16 and 17 years. All female rates showed improvement except that for native-born girls of native parentage. Among them a sharp drop in attendance occurred, though by no means as marked as for boys of the same parentage group.

At 18 to 20 years all female rates fell off during the decade except those for the foreign-born white, among whom the rates increased. Male rates for the native white of native parentage and for the negroes were decidedly lower in 1920 than in 1910. The foreign-born male rates were much improved and the male native white of foreign parentage were somewhat higher than before.

From another angle it may be said that for the compulsory period and the period of permitted absence the rates for both sexes of the native white of native parentage were higher in 1920 than in 1910, due to improved educational policy, but that for the later ages there appears to have been a decided setback to attendance, particularly among males. It is probable that the extensive employment of women and young boys during the war played a large part in this drop, for the boys were withdrawn from school at an early age to work in shop, store, or home. Once freed from the routine of attendance, many never returned to resume their interrupted training. A somewhat similar situation developed among the native white of mixed parentage, but to a far less marked degree. The foreign-born white, on the contrary, had diminished rates during the compulsory period, with large increases in the later years. This early decrease is difficult to explain. It appears from a study of a few localities that it may have been due to the low cultural level of the most recent immigrants. The increases at the later ages were undoubtedly due to the very low

1910 rates among the foreign born at those ages, and indicate the effort of society to whip this group into line. That close resemblance exists between the foreign-born white and the native white of foreign parentage is shown by the generally similar trends. Increases of large size from 7 to 17 years in the negro rates were due to the development of public opinion in favor of training the negroes and to organization to forward their education. The drop in the late years may be attributable to the newer policies of vocational training which are replacing the earlier ideal of classical courses.

GEOGRAPHIC ANALYSIS.

Changes in rates as general as those compared in the preceding section, while useful where large differences appear, are apt to mislead where the differences are small. Thus, the large increases in negro attendance at 7 to 13 years give positive indication of highly significant improvement. On the other hand, it can not be deduced that the changes among the native white of foreign or mixed parentage at 16 and 17 years were immaterial, merely because the rate for the entire United States was the same in 1920 as in 1910. As a matter of fact, in certain sections great improvement in attendance is found for this group, while in others a significant falling off in rates appears.

To understand the trend during the decade it is necessary to subdivide into small geographic units. The regular reports of the Census Bureau do not contain for 1920 and 1910 tables classified by nativity-parentage groups which are comparable for subdivisions of the United States, except for the age classes 7 to 20 and 7 to 13 years. A special tabulation by geographic divisions for 14 and 15 years, 16 and 17 years, and 18 to 20 years has been made for the present volume. This is set forth in Tables 72 to 74, inclusive. Space does not permit tabulation by States for these ages by nativity-parentage groups.

At the years 7 to 13 an increase in general school-attendance rates took place during the decade. As has just been shown, this was primarily among negroes, though with definite improvement among the native white. The attendance of the foreign born at the same time decreased. From Table 71 it appears that the general increase came primarily in the South Atlantic, East South Central, West South Central and Mountain divisions, where increases occurred ranging from 5.4 points in the Mountain

division to 10.0 points in the South Atlantic division. That this increase was by no means solely among the negroes is shown by the surprisingly great improvement in attendance among the native white in these geographic units. In all of these but the Mountain division material progress in foreign-born education took place. In the rest of the divisions, the changes in rates were small, except for the material decrease in attendance of the foreign born in New England.

Striking improvement of foreign-born attendance at 14 and 15 years has taken place in all geographic divisions except the West South Central and the Mountain, where but small increases are found. Marked appreciation in rates among the native white of native parentage took place in all divisions except New England, the West North Central, and the West South Central. In the divisions named the increases, not only of the native white of native parentage but of the foreign and mixed parentage as well, were slight. The only decrease was among the negroes of New England, though there were increases of but 0.4 points in the native parentage group in New England and 0.8 points among the negroes of the Mountain division.

At 16 and 17 years there was a decrease of 0.2 points for "all classes," in the entire United States. This actually conceals significant changes in different parts of the country for the various classes. With the exception of the East and West North Central divisions, where there were decreases of 1.7 and 1.6 points,⁶ the rates for the negroes increased materially, particularly in the West South Central, Mountain, and Pacific divisions. In all sections the foreign-born rates increased. Among the foreign or mixed parentage group considerable disparity of change is found. The largest decrease was in the West North Central division, 3.2 points, and the greatest increase, in the East South Central, 6.2 points. The rates for the native white of native parentage were lower in 1920 in the various divisions except the Mountain and Pacific.

For the period of higher education, 18 to 20 years, the rates for the negroes decreased in all but the Pacific and New England divisions, where there were increases of 3.8 and 0.3 points, respectively. The foreign-born rates increased everywhere except in the West South Central division, where the rates for the two censuses were the same. The native white of native parentage

⁶ These decreases are due to the importation of illiterate negro families from the South during the years of the war.

rates decreased in all but the Pacific division, where the increase was 3.1 points; the largest decreases were 4.0 points in the South Atlantic and 4.1 points in the East South Central divisions. Small changes occurred in the rates for the foreign or mixed parentage.

TABLE 71.—SCHOOL ATTENDANCE OF PERSONS 7 TO 13 YEARS OF AGE, BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, BY GEOGRAPHIC DIVISIONS.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 9.]

GEOGRAPHIC DIVISION AND CENSUS YEAR.	All classes.	NATIVE WHITE.		Foreign-born white.	Negro.	INCREASE OR DECREASE, 1910-1920. ¹				
		Native parentage.	Foreign or mixed parentage.			All classes.	Native white.	Foreign or mixed parentage.	Foreign-born white.	Negro.
United States:										
1920.....	90.6	92.2	94.1	84.1	76.5	4.5	4.0	1.5	-3.0	12.4
1910.....	86.1	88.2	92.6	87.1	64.1					
New England:										
1920.....	95.3	95.2	95.8	90.1	95.1	0.1			-2.1	0.4
1910.....	95.2	95.2	95.8	92.2	94.7					
Middle Atlantic:										
1920.....	94.3	94.7	94.4	88.8	93.4	1.3	1.4	1.0	-1.2	3.7
1910.....	93.0	93.3	93.4	90.0	89.7					
East North Central:										
1920.....	95.1	95.4	95.0	90.5	94.7	1.6	1.8	1.2	1.1	4.1
1910.....	93.5	93.6	93.8	89.4	90.6					
West North Central:										
1920.....	93.9	94.3	94.0	85.7	89.7	2.4	2.6	1.7	1.6	6.0
1910.....	91.5	91.7	92.3	84.1	83.7					
South Atlantic:										
1920.....	85.6	89.2	93.6	87.9	77.8	10.0	7.1	5.8	9.2	13.8
1910.....	75.6	82.1	87.8	78.7	64.0					
East South Central:										
1920.....	83.6	88.5	92.0	82.1	71.6	8.6	7.6	2.0	7.9	9.1
1910.....	75.0	80.9	90.0	74.2	62.5					
West South Central:										
1920.....	82.5	87.0	76.1	47.5	72.5	7.8	5.9	4.0	1.6	14.0
1910.....	74.7	81.1	72.1	45.9	58.5					
Mountain:										
1920.....	91.8	93.9	93.3	74.6	91.5	5.4	5.8	3.3	-4.3	3.7
1910.....	86.4	88.1	90.0	78.9	87.8					
Pacific:										
1920.....	94.1	94.8	94.5	86.2	93.9	2.9	3.3	2.1	-1.2	2.9
1910.....	91.2	91.5	92.4	87.4	91.0					

¹ Decrease indicated by minus sign (-) prefixed to the difference.

TABLE 72.—SCHOOL ATTENDANCE OF PERSONS 14 AND 15 YEARS OF AGE, BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, BY GEOGRAPHIC DIVISIONS.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12; Thirteenth Census, Vol. I, Ch. IV, Tables 29 and 43, and Ch. XII, Table 26.]

GEOGRAPHIC DIVISION AND CENSUS YEAR.	All classes.	NATIVE WHITE.			Ne- gro.	INCREASE OR DECREASE, 1910-1920. ¹				
		Na- tive par- ent- age.	For- eign or mixed par- ent- age.	For- eign- born white.		All classes.	Native white.			Ne- gro.
							Na- tive par- ent- age.	For- eign or mixed par- ent- age.	For- eign- born white.	
United States:										
1920.....	79.9	83.9	77.9	66.7	68.7	4.9	3.6	4.3	7.8	10.4
1910.....	75.0	80.3	73.6	58.9	58.3					
New England:										
1920.....	75.3	83.2	71.7	61.9	79.5	1.7	0.4	1.4	6.5	-0.2
1910.....	73.6	82.8	70.3	55.4	79.7					
Middle Atlantic:										
1920.....	79.3	83.4	76.3	69.2	82.4	5.8	4.6	6.6	7.9	10.0
1910.....	73.5	78.8	69.7	61.3	72.4					
East North Central:										
1920.....	82.5	85.4	77.8	71.4	83.6	4.6	2.5	6.2	13.2	7.5
1910.....	77.9	82.9	71.6	58.2	76.1					
West North Central:										
1920.....	85.3	86.9	83.4	71.0	77.9	1.7	1.5	1.2	5.9	3.0
1910.....	83.6	85.4	82.2	65.1	74.9					
South Atlantic:										
1920.....	75.4	79.5	75.8	68.6	67.9	8.3	5.4	12.4	24.4	11.7
1910.....	67.1	74.1	63.4	44.2	56.2					
East South Central:										
1920.....	77.5	82.2	81.3	73.3	66.6	7.1	5.9	11.0	17.3	7.8
1910.....	70.4	76.3	70.3	56.0	58.8					
West South Central:										
1920.....	70.9	82.0	67.8	37.8	67.5	4.1	1.9	1.3	3.8	11.3
1910.....	72.8	80.1	66.5	34.0	56.2					
Mountain:										
1920.....	86.7	89.9	86.9	64.5	83.0	3.3	3.7	2.0	1.1	0.8
1910.....	83.4	86.2	84.9	63.4	82.2					
Pacific:										
1920.....	89.2	91.3	88.5	76.1	89.2	3.9	3.6	4.1	6.3	8.0
1910.....	85.3	87.7	84.4	69.8	81.2					

¹ Decrease indicated by minus sign (-) prefixed to the difference.

TABLE 73.—SCHOOL ATTENDANCE OF PERSONS 16 AND 17 YEARS OF AGE, BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, BY GEOGRAPHIC DIVISIONS.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12; Thirteenth Census, Vol. I, Ch. IV, Tables 29 and 43, and Ch. XII, Table 26.]

GEOGRAPHIC DIVISION AND CENSUS YEAR.	All classes.	NATIVE WHITE.			Negro.	INCREASE OR DECREASE, 1910-1920. ¹				
		Native parent- age.	For- eign or mixed parent- age.	For- eign- born white.		All classes.	Native white.		For- eign- born white.	Ne- gro.
							Native parent- age.	For- eign or mixed parent- age.		
United States:										
1920.....	42.9	48.7	34.5	23.5	39.2	-0.2	-2.4	.....	6.0	3.7
1910.....	43.1	51.1	34.5	17.5	35.5					
New England:										
1920.....	39.0	50.0	34.4	23.4	39.6	2.2	-1.3	2.5	6.9	1.3
1910.....	36.8	51.3	31.9	16.5	38.3					
Middle Atlantic:										
1920.....	32.3	38.9	27.2	21.7	32.5	-1.1	-3.4	-1.0	5.0	1.7
1910.....	33.4	42.3	28.2	16.7	30.8					
East North Central:										
1920.....	40.4	45.8	32.9	23.3	37.3	0.4	-2.4	2.6	8.1	-1.7
1910.....	40.0	48.2	30.3	15.2	39.0					
West North Central:										
1920.....	48.1	52.2	41.5	28.2	40.9	-3.0	-4.5	-3.2	4.0	-1.6
1910.....	51.1	56.7	44.7	24.2	42.5					
South Atlantic:										
1920.....	43.7	47.3	34.3	27.5	38.2	-0.1	-3.2	2.6	12.9	4.0
1910.....	43.8	50.5	31.7	14.6	34.2					
East South Central:										
1920.....	48.3	51.8	43.0	35.5	40.3	0.5	-1.5	6.2	12.6	2.6
1910.....	47.8	53.3	36.8	22.9	37.7					
West South Central:										
1920.....	48.1	52.7	35.5	15.8	40.8	-0.8	-3.1	-1.4	1.0	6.1
1910.....	48.9	55.8	36.9	14.8	34.7					
Mountain:										
1920.....	57.0	61.8	53.7	27.4	50.3	1.3	0.6	0.8	3.9	6.3
1910.....	55.7	61.2	52.9	23.5	44.0					
Pacific:										
1920.....	55.4	60.4	51.7	33.0	55.0	3.1	2.2	3.6	6.5	9.7
1910.....	52.3	58.2	48.1	26.5	45.3					

¹ Decrease indicated by minus sign (-) prefixed to the difference.

TABLE 74.—SCHOOL ATTENDANCE OF PERSONS 18 TO 20 YEARS OF AGE, BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, BY GEOGRAPHIC DIVISIONS.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12; Thirteenth Census, Vol. I, Ch. IV, Tables 29 and 43, and Ch. XII, Table 26.]

GEOGRAPHIC DIVISION AND CENSUS YEAR.	All classes.	NATIVE WHITE.			Foreign- born white.	Negro.	INCREASE OR DECREASE, 1910-1920. ¹				
		Native parent- age.	Foreign or mixed parent- age.	All classes.			Native white.			Foreign- born white.	Negro.
							Native parent- age.	Foreign or mixed parent- age.	Foreign- born white.		
United States:											
1920.....	14.8	17.5	11.9	7.0	10.8	}	-0.4	-2.1	0.1	2.4	-0.9
1910.....	15.2	19.6	11.8	4.6	11.7						
New England:											
1920.....	15.0	21.1	12.5	8.0	12.0	}	1.1	-1.2	0.3	2.7	0.3
1910.....	13.9	22.3	12.2	5.3	11.7						
Middle Atlantic:											
1920.....	11.0	13.9	9.1	6.7	6.8	}	0.1	-1.7	-0.4	2.0	-0.5
1910.....	10.9	15.6	9.5	4.7	7.3						
East North Central:											
1920.....	13.4	15.9	10.5	6.6	8.4	}	0.1	-1.5	0.6	2.9	-2.5
1910.....	13.3	17.4	9.9	3.7	10.9						
West North Central:											
1920.....	17.3	19.2	14.8	8.0	11.5	}	-0.4	-1.7	-0.2	2.4	-0.9
1910.....	17.7	20.9	15.0	5.6	12.4						
South Atlantic:											
1920.....	14.6	16.9	12.6	8.3	11.0	}	-2.3	-4.0	1.6	4.3	-0.6
1910.....	16.9	20.9	11.0	4.0	11.6						
East South Central:											
1920.....	16.8	19.2	14.0	11.1	11.6	}	-2.8	-4.1	1.9	5.5	-1.5
1910.....	19.6	23.3	12.1	5.6	13.1						
West South Central:											
1920.....	14.7	17.0	10.1	3.8	10.8	}	-2.0	-2.9	-0.8	.....	-0.1
1910.....	16.7	19.9	10.9	3.8	10.9						
Mountain:											
1920.....	20.0	22.6	18.6	6.2	10.3	}	0.7	-0.5	-0.2	2.1	-1.4
1910.....	19.3	23.1	18.8	4.1	11.7						
Pacific:											
1920.....	22.1	25.2	20.0	10.0	16.0	}	4.0	3.1	3.0	4.8	3.8
1910.....	18.1	22.1	17.0	5.2	12.2						

¹ Decrease indicated by minus sign (-) prefixed to the difference.

TABLE 75.—SCHOOL ATTENDANCE OF PERSONS 7 TO 13 YEARS OF AGE, BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, BY STATES.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 9.]

DIVISION, STATE, AND CENSUS YEAR.	All classes.	NATIVE WHITE.			Foreign- born white.	Ne- gro.	INCREASE OR DECREASE, 1910-1920. ¹				
		Na- tive par- ent- age.	For- eign or mixed par- ent- age.	All classes.			Native white.		For- eign or mixed par- ent- age.	For- eign- born white.	Ne- gro.
							Na- tive par- ent- age.	For- eign or mixed par- ent- age.			
NEW ENGLAND.											
Maine:											
1920.....	94.2	94.3	94.7	89.9	93.1	1.9	1.6	2.4	1.2	0.7	
1910.....	92.3	92.7	92.3	87.7	92.4						
New Hampshire:											
1920.....	93.4	93.5	94.0	88.1	(²)	-1.5	-1.3	-1.5	-4.5	(1)	
1910.....	94.9	94.8	95.5	92.6	(²)						
Vermont:											
1920.....	93.9	94.0	94.4	88.4	(²)	-1.8	-1.9	-1.6	-3.8	(1)	
1910.....	95.7	95.9	96.0	92.2	(²)						
Massachusetts:											
1920.....	96.1	96.5	96.4	90.1	95.9	0.1	0.3	.....	-2.7	0.1
1910.....	96.0	96.2	96.4	92.8	95.8						
Rhode Island:											
1920.....	95.6	96.1	96.0	90.1	92.2	1.7	1.4	1.8	-0.5	-0.3	
1910.....	93.9	94.7	94.2	90.6	92.5						
Connecticut:											
1920.....	94.7	94.1	95.3	91.2	95.0	-0.9	-1.2	-0.9	-2.1	1.2	
1910.....	95.6	95.3	96.2	93.3	93.8						
MIDDLE ATLANTIC.											
New York:											
1920.....	93.9	93.9	94.4	88.8	93.1	0.2	0.4	-0.1	-3.2	1.8	
1910.....	93.7	93.5	94.5	92.0	91.3						
New Jersey:											
1920.....	94.9	95.4	95.1	89.2	94.1	2.3	2.4	2.1	0.1	4.5	
1910.....	92.6	93.0	93.0	89.1	89.6						
Pennsylvania:											
1920.....	94.5	95.0	94.2	88.4	93.2	2.2	1.8	2.4	2.5	4.4	
1910.....	92.3	93.2	91.8	85.9	88.8						
EAST NORTH CENTRAL.											
Ohio:											
1920.....	96.0	96.1	96.2	92.3	95.8	1.9	1.8	1.8	2.5	4.0	
1910.....	94.1	94.3	94.4	89.8	91.8						
Indiana:											
1920.....	94.9	95.1	94.0	89.3	94.2	1.6	1.6	1.1	1.6	1.5	
1910.....	93.3	93.5	92.9	87.7	92.7						

¹ Decrease indicated by minus sign (-) prefixed to the difference.² Rate not computed, base being less than 100.

TABLE 75.—SCHOOL ATTENDANCE OF PERSONS 7 TO 13 YEARS OF AGE, BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, BY STATES—Continued.

DIVISION, STATE, AND CENSUS YEAR.	All classes.	NATIVE WHITE.			Ne- gro.	INCREASE OR DECREASE, 1910-1920. ¹				
		Na- tive par- ent- age.	For- eign or mixed par- ent- age.	For- eign- born white.		All classes.	Native white.		For- eign- born white.	Ne- gro.
							Na- tive par- ent- age.	For- eign or mixed par- ent- age.		
EAST NORTH CENTRAL—CON.										
Illinois:										
1920.....	94.7	95.1	94.5	90.3	93.7	2.2	2.5	1.3	1.4	6.4
1910.....	92.5	92.6	93.2	88.9	87.3					
Michigan:										
1920.....	94.9	95.3	95.0	90.3	95.2	0.8	0.9	0.7	-0.4	1.5
1910.....	94.1	94.4	94.3	90.7	93.7					
Wisconsin:										
1920.....	94.5	94.5	94.9	88.9	95.0	0.8	0.6	1.0	.....	3.7
1910.....	93.7	93.9	93.9	88.9	91.3					
WEST NORTH CENTRAL.										
Minnesota:										
1920.....	93.9	94.1	94.1	88.6	95.5	0.9	1.1	0.8	-1.0	2.8
1910.....	93.0	93.0	93.3	89.6	92.7					
Iowa:										
1920.....	95.0	95.2	94.7	88.0	95.0	1.8	2.0	1.0	2.0	2.6
1910.....	93.2	93.2	93.7	86.0	92.4					
Missouri:										
1920.....	93.4	93.6	94.3	88.7	86.8	3.3	3.3	1.9	2.3	6.4
1910.....	90.1	90.3	92.4	86.4	80.4					
North Dakota:										
1920.....	92.1	93.0	92.4	86.8	(²)	6.0	5.0	5.1	12.8	(²)
1910.....	86.1	88.0	87.3	74.0	(²)					
South Dakota:										
1920.....	93.5	94.1	93.8	85.9	85.6	5.8	5.3	4.9	8.3	(²)
1910.....	87.7	88.8	88.9	77.6	(²)					
Nebraska:										
1920.....	93.9	93.9	94.3	86.5	94.0	1.0	1.0	0.9	-1.8	3.2
1910.....	92.9	92.9	93.4	88.3	90.8					
Kansas:										
1920.....	94.5	94.9	94.5	71.3	94.5	2.2	2.5	1.4	-11.4	5.7
1910.....	92.3	92.4	93.1	82.7	88.8					
SOUTH ATLANTIC.										
Delaware:										
1920.....	95.2	95.5	95.4	92.2	94.2	8.2	7.3	6.1	8.5	13.1
1910.....	87.0	88.2	89.3	83.7	81.1					
Maryland:										
1920.....	92.6	94.2	95.6	91.9	84.0	6.2	5.0	7.8	8.9	7.6
1910.....	86.4	89.2	87.8	83.0	76.4					
District of Columbia:										
1920.....	93.5	93.6	94.1	94.0	93.0	3.1	2.1	2.3	4.8	5.3
1910.....	90.4	91.5	91.8	89.2	87.7					

¹ Decrease indicated by minus sign (-) prefixed to the difference.

² Rate not computed, base being less than 100.

TABLE 75.—SCHOOL ATTENDANCE OF PERSONS 7 TO 13 YEARS OF AGE, BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, BY STATES—Continued.

DIVISION, STATE, AND CENSUS YEAR.	All classes.	NATIVE WHITE.		For- eign- born white.	Ne- gro.	INCREASE OR DECREASE, 1910-1920. ¹					
		Na- tive par- ent- age.	For- eign or mixed par- ent- age.			All classes.	Native white.		For- eign- born white.	Ne- gro.	
							Na- tive par- ent- age.	For- eign or mixed par- ent- age.			
SOUTH ATLANTIC—CON.											
Virginia:											
1920.....	84.8	87.7	92.7	87.3	78.1	10.3	7.8	5.4	9.0	13.9	
1910.....	74.5	79.9	87.3	78.3	64.2						
West Virginia:											
1920.....	89.1	89.1	90.2	83.2	88.6	1.3	0.9	0.8	10.7	7.4	
1910.....	87.8	88.2	89.4	72.5	81.2						
North Carolina:											
1920.....	87.0	89.5	89.1	78.2	81.8	10.5	8.9	.....	7.7	13.2	
1910.....	76.5	80.6	89.1	70.5	68.6						
South Carolina:											
1920.....	87.1	93.0	95.0	83.1	82.3	19.5	15.1	8.3	5.5	21.9	
1910.....	67.6	77.9	86.7	77.6	60.4						
Georgia:											
1920.....	79.1	85.9	94.8	89.7	70.2	8.6	6.2	4.7	7.9	9.9	
1910.....	70.5	79.7	90.1	81.8	60.3						
Florida:											
1920.....	83.2	88.2	92.1	87.4	73.1	12.7	11.1	10.9	16.6	12.1	
1910.....	70.5	77.1	81.2	70.8	61.0						
EAST SOUTH CENTRAL.											
Kentucky:											
1920.....	88.5	88.7	93.9	81.0	85.9	7.2	7.1	0.7	-6.7	11.0	
1910.....	81.3	81.6	93.2	87.7	74.9						
Tennessee:											
1920.....	85.3	88.4	94.0	90.3	71.1	8.1	7.9	4.9	8.1	6.4	
1910.....	77.2	80.5	89.1	82.2	64.7						
Alabama:											
1920.....	80.4	87.5	89.7	85.4	69.2	14.1	11.3	4.4	9.6	15.8	
1910.....	66.3	76.2	85.3	75.8	53.4						
Mississippi:											
1920.....	80.1	90.0	88.0	63.0	71.5	4.7	2.7	1.2	17.5	4.5	
1910.....	75.4	87.3	86.8	45.5	67.0						
WEST SOUTH CENTRAL.											
Arkansas:											
1920.....	82.0	86.2	90.9	78.4	69.9	7.8	7.1	4.4	18.3	8.1	
1910.....	74.2	79.1	86.5	60.1	61.8						
Louisiana:											
1920.....	75.9	85.7	85.6	76.1	61.0	17.1	12.4	10.6	22.3	20.3	
1910.....	58.8	73.3	75.0	53.8	40.7						
Oklahoma:											
1920.....	85.8	86.5	91.9	63.9	77.8	-0.3	-0.5	2.0	-15.8	-2.4	
1910.....	86.1	87.0	89.9	79.7	80.2						

¹ Decrease indicated by minus sign (-) prefixed to the difference.

TABLE 75.—SCHOOL ATTENDANCE OF PERSONS 7 TO 13 YEARS OF AGE, BY COLOR, NATIVITY, AND PARENTAGE, 1920 AND 1910, WITH INCREASE OR DECREASE IN RATES, BY STATES—Continued.

DIVISION, STATE, AND CENSUS YEAR.	All classes.	NATIVE WHITE.			Foreign-born white.	Negro.	INCREASE OR DECREASE, 1910-1920. ¹				
		Native parentage.	Foreign or mixed parentage.	All classes.			Native white.		Foreign-born white.	Negro.	
							Native parentage.	Foreign or mixed parentage.			
WEST SOUTH CENTRAL—CON.											
Texas:											
1920.....	83.7	88.0	70.6	46.0	84.0	6.9	6.6	4.0	4.0	13.8	
1910.....	76.8	81.4	66.6	42.0	70.2						
MOUNTAIN.											
Montana:											
1920.....	92.8	93.5	94.0	84.9	90.3	5.7	5.3	3.9	4.4	6.0	
1910.....	87.1	88.2	90.1	80.5	84.3						
Idaho:											
1920.....	95.5	95.9	95.4	81.4	(²)	8.1	8.3	6.7	-0.3	(2)	
1910.....	87.4	87.6	88.7	81.7	(2)						
Wyoming:											
1920.....	92.8	93.1	93.4	82.2	(2)	4.0	3.9	3.9	0.2	(2)	
1910.....	88.8	89.2	89.5	82.0	90.1						
Colorado:											
1920.....	93.9	94.1	95.1	83.7	93.2	3.0	3.4	2.6	-2.4	3.6	
1910.....	90.9	90.7	92.5	86.1	89.6						
New Mexico:											
1920.....	87.4	90.0	85.7	75.5	85.9	10.2	8.7	5.1	14.2	6.7	
1910.....	77.2	81.3	80.6	61.3	79.2						
Arizona:											
1920.....	78.8	92.8	83.7	61.3	90.6	7.0	7.3	5.6	-5.1	3.7	
1910.....	71.8	85.5	78.1	66.4	86.9						
Utah:											
1920.....	95.5	96.0	95.8	89.0	94.1	3.9	4.1	2.7	0.2	(2)	
1910.....	91.6	91.9	93.1	88.8	(2)						
Nevada:											
1920.....	90.5	93.3	93.1	72.7	(2)	2.6	1.9	.....	-10.9	(2)	
1910.....	87.9	91.4	93.1	83.6	(2)						
PACIFIC.											
Washington:											
1920.....	94.7	95.1	95.2	89.2	94.5	3.6	3.8	2.9	0.5	9.5	
1910.....	91.1	91.3	92.3	88.7	85.0						
Oregon:											
1920.....	94.7	94.8	95.6	89.9	93.6	4.4	4.8	3.8	2.2	(2)	
1910.....	90.3	90.0	91.8	87.7	(2)						
California:											
1920.....	93.7	94.7	94.1	85.0	93.8	2.1	2.5	1.5	-1.7	1.4	
1910.....	91.6	92.2	92.6	86.7	92.4						

¹ Decrease indicated by minus sign (-) prefixed to the difference.

² Rate not computed, base being less than 100.

SUMMARY.

While the publications for early censuses contained data on school attendance, the facts for many reasons are incomparable with the information resulting from recent enumerations. Even in the censuses of 1910 and of 1920 the data are classified into dissimilar age and parentage classes. With considerable labor, however, it is possible to transform existing discordant categories into classes that are alike for these last two cross sections.

Study of change in rates for the decade 1910-1920, though it involves a different method of approach from that required for analysis of a given cross section, such as the 1920 census, discloses the same factors, demographic, economic, and social. The methods by which the changes in rates are studied are illustrated by analysis of the data for selected localities, and attempts have been made to explain the progress or retrogression in the trend of school attendance.

Utilizing the data for larger areas in an attempt to evaluate national and regional progress, it becomes clear that a reasonable degree of improvement has come in the country as a whole and in its various parts. The degree of improvement, however, differed in the various sections of the land. Negro rates increased more than those for any other group; in general those for the foreign-born whites rose materially; and the change among the native whites, though favorable, was relatively slight.

As might be expected, in the North and East, where high rates prevailed in 1910, but little progress was made during the 10 years; while in the South and in the sparsely settled Mountain division, where rates were relatively low in 1910, striking improvement occurred.

The alterations in ethnic rates varied materially in different parts of the country, but, in most instances, conformed to the changes in national ethnic attendance. The foreign-born whites are the exception. Their attendance decreased in sections where Mexican immigration was extensive, and in the divisions of highly urban character, where the low-grade recent European immigrants congregate.

GENERAL SUMMARY.

The several objectives of this study have been reached. It remains to scan them with a backward look; to see them as brief recapitulations, freed from cited evidence.

Masses of data on school attendance are found in Volumes II and III of the Fourteenth Census. They comprise (a) absolute numbers of children in the years 5 to 20, subdivided into age groups and single years; (b) the numbers who attended school at any time during the period specified; and (c) rates computed from (a) and (b). Similar material exists for 1910 in Volumes I, II, and III of the Thirteenth Census. An abstract of both sets of data has been made in Appendix B of this volume, consisting for the most part of rates.

Elaborate discussion here of the merits of these data, their reliability and usefulness, would be repetition of what has already been said in the Introduction. Suffice it to state that the figures are far more reliable than is supposed by many of those engaged in educational research, and that they constitute the only comprehensive body of comparable facts bearing on the adequacy of our educational systems and programs.

In approaching any problem factorization is a fundamental step. Mass information in comprehensive categories obscures tendencies. It is only by intricate subdivision of the data that the forces are discovered which produce variation in the phenomenon under investigation. Unlike the experimental sciences, social science must find its controls in the data themselves, making constant certain of these forces, allowing but few at a time to vary. In factorization forces are isolated, and by fine subdivision and segregation of the one or two factors under observation their influences can be gauged. In social data the factors must be determined *a priori*. Their validity can be checked only after the material has been collected. Their relative importance is measured after painstaking analysis and intricate subclassification.

Data may be gathered in one cross section, resulting in a space series, or in successive cross sections, yielding a time series. In the latter the cross sections must be sufficiently numerous to give continuity, all criteria must be constant throughout the successive

cross sections, and the data must have been gathered in the same or in similar manner. The school-attendance data do not comply with the requirements for a time series. For a space series the geographic units of classification must be large in number and capable of logical separation into generic groups. The information on school attendance is classified for the United States as a whole, for the geographic divisions, for the several States, and by counties, and towns and cities within the State. Geographic analysis is fundamental.

But many factors of varying importance enter into the problem of school attendance, or, in its other aspect, the problem of non-attendance. Chief among these are (a) the laws which have been promulgated by the legislatures of the various States, the mechanisms for their enforcement, and the strength of public opinion encouraging and supplementing them; (b) the racial and cultural structure of the population, as indexed by color, nativity, and parentage; and (c) the age distribution of those in the school-attending period.

Next in importance are sex, density, and the economic position of the population. The habits of the sexes in attending school are quite dissimilar under different conditions. Urban school attendance, encouraged by well-developed schools, easy of access, is greater than rural school attendance, curtailed as it is by lack of facilities and the difficulties of transportation. Industry draws from the school many who might well continue attendance. Economic necessity forces many to seek employment in factory, shop, or office. Economic reserve enables some to continue their period of training for technical pursuits or the professions. The economic status of the group is also significant, since it determines the adequacy of the facilities provided and the feasibility of encouraging higher education.

These are dominant among a multiplicity of factors. At times some forces, which ordinarily have but little influence, play a material part. Among these may be mentioned the prevalence of early marriage, tradition favoring universal education, and the numerous social and political complexities that arise in local regions.

To demonstrate that these are powerful factors is not hard. To measure their potency is more difficult. By segregation and fine subdivision striking contrasts in the degree of their influence become apparent. By analytical methods they may be crudely

ranked in order of their relative importance. Only by the methods of correlation can their strength be *measured*. In illustration of this, Appendix A presents a minor problem, attacked by this mathematical method, and shows how, when the limits of subdivision of data have been reached, the method of partial correlation may be employed in making constant and eliminating the influence of factors which otherwise would of necessity remain to complicate the problem. It also demonstrates how multiple correlation coefficients may be computed which will index the extent to which the problem has been solved.

As by-products of the presentation of the data, factors, and methods, certain striking facts have appeared.

In analyzing the general school-attendance rates by single years of age four distinct types were discovered. The way in which these types were determined, a description of their several characteristics, and the particular States falling under each type need not be set forth here, as they are discussed fully in the early pages of Chapter I. While the several States included in each type show minor variations in specific attendance rates, they tend to conform to type. That there should be four groups, clearly distinguished from one another and contrasting more or less sharply, points the way to highly significant research on the diffusion of custom.

The multiplicity of State legislatures and the absence of centralized control converts the country into a large laboratory for experimentation in social legislation. In connection with the school-attendance data fruitful study of the effects of differing legal provisions can well be pursued.

As far as the analysis has been made, it has been found generally true that urban attendance is materially higher than rural under like conditions. In certain instances the reverse is true. Explanation of this discrepancy has not been attempted. Similar differences among cities have been but partially interpreted in terms of varying ethnic, economic, and legal influences.

The most acute problem is found among the negroes of the South, and has been explained in Chapter III in terms of race discrimination and economic conditions. The low school attendance among this population element is increasingly important to the country as a whole, due to the extensive migration of negroes from the South to northern cities. More and more the problems of the negro are becoming national in their ramifications. A

surprising thing, that without further study defies adequate explanation, is the universal excess of female attendance rates over male among the negroes.

Second in importance to negro school attendance is that of the foreign-born white. Owing to the abnormal age distribution of the foreign born, comparisons of general rates are extremely misleading, and even those for specific age groups are apt to cause erroneous generalizations. It is only when rates for small age periods or for single years are used that reliable interpretations are possible. Analysis for the fundamental age classes discloses the foreign-born rates below the native white at all ages, and less than the negro, except from 7 to 13 years.

Foreign-born school-attendance rates are affected not only by the unusual age distribution, but also by the varied traditions of the different races and nationalities. For convenience the problem is divided into eight parts.

The first part concerns the Canadians of the Northeast. The French Canadians have low attendance rates and are assimilated with difficulty. The Canadians of other racial antecedents are similar to persons born in the United States and their attendance rates apparently are high.

The Mexicans of the Southwest constitute the second part. Unbelievably low proportionate attendance is the rule among them. Since they are largely nomadic, compulsory attendance laws are not effective against them. Their traditions are unlike those of the native whites and they resist assimilation. Because of their dissimilarity, the native whites make little effort to absorb them.

The West Central region contains a foreign-born population composed mainly of persons very similar in culture to the native stock. In this monograph they are collectively denoted "Nordic." Such of these as are located in States with large rural populations constitute the third part. Where the school systems are well advanced their attendance rates are almost as high as those of the native whites. The "Nordics" of the rest of this West Central region, the fourth part of the problem, are more largely urban, with correspondingly high attendance rates. Whether urban or rural they are easily assimilated.

The mixed foreign population of the urban East North Central section, and the composite foreign-born population of the industrial Northeast, forming the fifth and sixth parts, are city dwellers,

and consist of a polyglot group, heterogeneous as to culture and very unlike the native born. Under strict enforcement of compulsory attendance laws the barriers of old world enmities and conflicting traditions, which persist among the adults, dwindle and disappear among the children. Though the task is a difficult one, through high rates of attendance in well-organized school systems, these children are becoming Americans.

Across the central section of the land, from the Alleghenies to the Sierras, stretches a band of States rather sparsely settled and containing a mixed group of nationalities. These constitute the seventh part of the problem. Made up as they are of large numbers of the retarded nationalities and facing many difficulties that confront rural regions, attendance is low in degree.

In the South, the last section to be considered, no foreign-born attendance problem exists, since the foreign born are few. These small numbers will probably be greatly augmented if the migration of the negroes to northern centers continues. Unless drastic changes are effected in legislation and school organization, a serious problem will be shown in the next decennial enumeration.

In contrast to the situation among the negroes there is a tendency for foreign-born boys to attend in larger proportions than girls.

Native white school attendance follows closely the degree of stringency manifested in school legislation. This is but natural when it is realized that in most sections the native whites dictate the legislative policy. In the North and West these policies are farthest advanced, while in the South the popular point of view is decidedly antiquated. There is, however, a strong economic pull in the former region and rates break, in some instances with startling abruptness, when the years of compulsory attendance are passed. In the South, the transition is much less marked, though attendance is low in all years. The West affords excellent facilities in the late years of the school period for continuation of training through the wide-spread development of junior colleges and the prevalence of State supported institutions. Sex differences are generally in favor of females for all age classes, slight in the earlier years and in the years of higher education, and marked during the ages immediately following the lapse of compulsory attendance legislation.

When the variable factors—legislation and ethnic make-up—are made constant, that is, when the attendance of native whites

of native parentage in various localities within a given State are studied, the economic influence is found dominant. But another factor, by no means to be ignored, is that of social tradition. The different classes within the native population have standards which materially affect continuation in school. Exemplifications of method are made in Chapter VI, using certain cities in Ohio, Pennsylvania, Connecticut, California, and Texas.

Because of a more natural age distribution and a livelier interest in the education of their children, the native whites one or both of whose parents were born abroad have school-attendance rates that are universally above those for the foreign born; they also compare favorably with those for children both of whose parents were born in this country, since those of foreign or mixed parentage are more urban than those of native parentage. Noticeable exceptions are found among descendants of Mexican and French-Canadian stock, both of which resist assimilation for several generations. The tendency is for boys of the foreign parentage group to continue in school in larger proportions than girls. The reverse is true for mixed parentage. Indeed, in many ways the mixed parentage resembles the native parentage group; and the foreign parentage group compares with the foreign born.

In this monograph but little has been done in studying the development of school attendance. The earlier data do not yield themselves readily to comparison with the statistics for 1920. With considerable effort rather exact measures of the effects of change in legislation, ethnic composition, and other elements of the social structure could be evolved. Pronounced improvement in rates during the past decade is seen both for the negroes and foreign-born whites, with but little change for the native white classes. As might be expected, improvement was more marked in retarded than in advanced nationality groups. The same is true of the backward South and of the modernized North. Many of the changes in specific localities were materially modified by the migration of the foreign born and the negro.

It is hoped that this monograph may play a more dynamic part in social research than is true of many statistical analyses. The problem of school attendance has merely been scotched in the foregoing pages. May the study be the precursor of further, much needed, and more specific research!